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ABSTRACT

This curriculum guide, the fourth of a four-volume set that is intended to improve career and vocational guidance services to Spanish-speaking students in grades 9 through 12, is actually a collection of three different resources. The first section, "Group Activities: Intercambios," by Maria Garcia, is a model culturally based group counseling process that has been found to be useful in helping students assess who they are and the degree of control that they have over their own lives. Included in this section are a history of the model's development, suggestions for running an Intercambios program, and 12 student activities. The second section, "Parent Workshops," by Lois Locci and Carmen Ponce, consists of English and Spanish translations of handouts for parents as well as information that can be presented to parents in workshops. Materials dealing with the role of the high school parent, graduation requirements, considerations in planning for college, and help for students who do not plan to attend college are provided. Included in the third section, "Staff Resources," by Denise Douglas et al., are English and Spanish handouts to be used by counselors and reviews of additional Spanish language materials that may be ordered for use with students and parents. (MN)

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VOLUME IV: EFFECTIVE CAREER PLANNING WITH HISPANIC HIGH SCHOOL STUDENTS

EFFECTIVE CAREER PLANNING WITH HISPANIC HIGH SCHOOL STUDENTS

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VOCATIONAL EDUCATIONAL DIVISION

SANTA CLARA COUNTY OFFICE OF EDUCATION
Thomas L. Goodman, Superintendent

SANTA CLARA COUNTY K-12
CAREER EDUCATION CONSORTIUM

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Mi Carrera is a set of curriculum materials designed to improve career and vocational guidance services to Spanish speaking students in grades 9 through 12. Mi Carrera includes the following titles:

Volume I. Choose Your Future
Escoge tu Futuro

Volume II. Exploring Five Vocational Areas
Explorando Cinco Areas Vocacionales

Volume III. Future Visions
Visiones Futuras

Volume IV. Effective Career Planning with Hispanic High School Students

Project Director: Denise Douglas

They may be ordered independently from Guidance Publications, MC 236, Santa Clara County Office of Education, 100 Skyport, San Jose, CA 95115. The telephone number is (408) 947-6756.

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"Serving People"

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The project was completed under the direction and with the support of the Santa Clara County Office of Education. The superintendent is Thomas L. Goodman. The members of the Board of Education are David R. Baker, Valerie Harrison, Norman Holland, Thoburn E. Lyons, Nancy Strausser, Scott L. Strickland, and Gloria Young.

HOW IS THIS BOOK ORGANIZED?

Effective Career Planning with Hispanic High School Students is a collection of three different resources. The first section, called Group Activities: Intercambios, is a group counseling process that is culturally based. It has been useful in helping students to assess who they are and the degree of control that they do have over their own lives, both preconditions to successful career planning. The second section, Parent Workshops, consists of handouts for parents as well as information that can be presented to parents in a workshop. Providing Spanish-speaking parents with information about high school options, college and training programs is an essential component in the counseling of their children. The third section, Staff Resources, consists of handouts to be used by counselors and reviews of additional Spanish language materials which may be ordered for use with students and parents. Each of these three sections has its own table of contents.

I. GROUP ACTIVITIES:

INTERCAMBIOS

**MOVING FROM IDENTITY
TO PERSONAL POWER
TO TAKING CHARGE
OF ONE'S FUTURE**

BY: MARIA GARCIA

TABLE OF CONTENTS

INTRODUCTION

Goal..........5
Objectives..........5
Suggested Use..........5
Relation to Career Planning..........6

SECTION I. THE RAZALOGIA MODEL: A SHORT COURSE FOR TEACHERS

History of Razalogia..........7
Culture, Family, and Community..........8
El No..........9

SECTION II. HOW TO RUN THE INTERCAMBIOS

Group Work..........11
Size of Group..........11
Seating Arrangements..........11
Role of Facilitator..........11
Documentation..........12

SECTION III. STUDENT ACTIVITIES

Activity one: El Comenzar/The Beginning..........15
Activity two: Una Palabra/A Word..........17
Activity three: Razalogia..........18
  Handout 1: Hispanic Chronology..........21
Activity four: Reflexión/Reflection..........31
Activity five: Metas y Destrezas/Goals and Skills..........32
Activity six: Cultura, Familia, y Comunidad/Culture, Family, and Community..........34
Activity seven: El No..........36
  Handout 2: El No..........39
Activity eight: Mi Canción/My Song..........41
Activity nine: ¿Que Hay en un Nombre?/What's in a Name?..........42
Activity ten: Mi Mundo/My World..........43
  Handout 3: Mi Mundo/My World..........45
Activity eleven: ¿Quien Soy Yo?/Who Am I?..........49
  Handout 4: Occupational Family Tree..........51
Activity twelve: Collage..........53

INTERCAMBIOS: GROUP ACTIVITIES USING THE RAZALOGIA MODEL

Introduction

Goal:

Through sharing their unique cultural experience and increasing their awareness through group activities, Hispanic students will have a renewed sense of their own identity and the power they have to determine their future.

Objectives

1. Students and facilitator will use their own knowledge and experience to learn about themselves and each other. The contributions of group members will be written down in order to keep a record of the group's work and to demonstrate the importance of everyone's contribution.

2. Students will demonstrate respect for each other's experience and identity.

3. Students will clarify their own identity, beliefs, values and goals within the context of the knowledge and experience shared by the group.

4. Students will learn a conceptual tool called El No which can assist them in identifying barriers to their goals and aspiration. They will practice skills for positive change in the cycle of self-denial and invalidation of their experiences.

5. Students will be able to identify role models and will be able to identify the personal values derived from them.

6. By sharing information about their background, students will develop a sense of who they are. They will compare their experience to those of others to see how they are similar and how they are different.

7. Students will share the career history of their families and compare this to their own career plans in order to see patterns and changes.

8. Students will learn and practice communication, leadership and analytical skills.

Suggested Use:

Intercambios can be conducted in a one-day workshop or in an on-going group or class. The activities work best with groups of 15 or 20 so that everyone has a chance to participate in the discussion. Ideally, Intercambios should precede other career and educational planning activities.

Relation to Career Planning:

All youth face similar tasks in adolescence: 1) mental, physical and emotional growth; 2) evaluating feelings and relationships; 3) developing an identity and 4) working towards a place in the adult world including career choice and preparation. In addition, minority youth frequently have to contend with social institutions that are insensitive to minority cultures and negate their contribution. Years of such experience eventually affect the self-esteem and the identity of those who experience it. Minority students who have this experience are less likely to aspire to challenging careers and to carry through all the tasks necessary to achieve them. Providing career information is meaningless unless students feel that they are in charge of their lives and that they can succeed.

Intercambios is a meaningful preparation for career and educational planning. In most traditional career planning programs, th first goal is to develop self-awareness. Through Intercambios students explore who they are in a cultural contexzt, thereby experiencing a validation previously denied them. Having one's experience validated is empowering. Tools like El No help students identify self-imposed barriers to success. Mutual trust and support is developed through sharing in a small group. This bond provides encouragement and reinforcement to students who are now ready to develop and share career and educational goals. At this point, career information and educational resources become meaningful.

SECTION ONE

THE RAZALOGIA MODEL: A SHORT COURSE FOR TEACHERS *

Razalogia is an approach for working with cultural groups originally developed by Chicano, Mexicano and Latino community activists. It is based on the belief that members of a cultural group can solve their own problems or needs by drawing upon the resources that exist within their own cultural experiences. Through an experientially based learning model, each participant becomes a teacher and a learner. Personal history and life experience related to culture are shared as a way of developing knowledge needed for individual, family and community issues.

HISTORY OF RAZALOGIA

The term Razalogia is formed by joining two other terms: the word Raza, commonly used by Spanish speaking people to refer to themselves, and the Greek root "logia," meaning "the science or study of." The two words in combination signify a body of knowledge about La Raza, which is drawn from the life experience of Chicanos, Mexicanos and Latinos. The origins of the model are rooted in the activism of Mexicanos, Chicanos and Latinos, who began in the 1960's to see the need to unify their efforts to resolve the inequities that faced La Raza in the United States.

Two important events led to the development of Razalogia. The first event occurred in 1969 at a conference held at the University of California at Santa Barbara. People came together to develop viable strategies for providing health and educational services to the Spanish-speaking community. The result was El Plan de Santa Barbara.

The second event took place in 1971 in Oakland. A group of community volunteers, university students and individuals who had been involved in Santa Barbara got together to develop La Clinica De La Raza, a licensed facility to provide a multitude of health and community services.

An outgrowth of these efforts was a concern for the mental health needs of the local people in Oakland. La Clinica developed El Centro de Salud Mental to meet these needs. No cultural methodologies were available at this time to meet the immediate needs of the community. A core group of volunteers agreed to research the literature for a culturally based model of service delivery. None was found. Rather than adapt traditional models, they developed their own model by taking their experiences and developing a base of knowledge.

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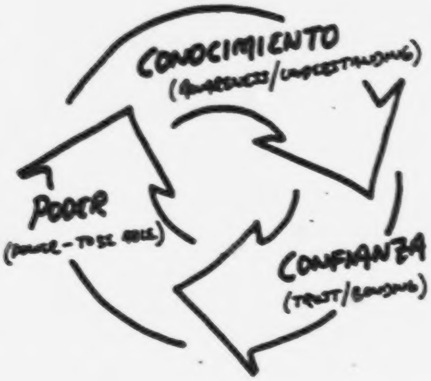
*Adapted from "Self and Cultural Awareness" by Francisco M. Hernandez and Maria I. Garcia in Career Planning For Chicano/Latino Students , Denise Douglas (Ed.). San Jose City College, 1982.

The group met regularly. Each session where the base of knowledge was generated was called an intercambio (interchange of experiences). As the process of exchanging self knowledge took place, group bonding occurred. People were able to appreciate the differences and similarities within a group — a mutual understanding among group members took place (conocimiento). The mutual awareness facilitated a trust or bonding (confianza) which in turn facilitated the group's ability (power or poder) to develop meaningful knowledge.

It was discovered that this model has a two results. First, it empowered the participants by validating each person's experience and secondly, it developed a mutual bond of support and trust through the intercambios.



CULTURE, FAMILY AND COMMUNITY

Through the sharing, all members in the original group were able to identify the three themes that had a large role in their history and in their present identity. They were culture, family, and community. Each is briefly defined below.

1. Cultura (Culture)- The significance given to the national origins of one's family across generations and a sense of identification with those is seen in self-labels such asChicano, Tejano, Mexican-American, Colombiano. Despite differences there was a sense of membership in the larger definition of La Raza. In addition, people were influenced by prejudice experienced from the majority culuture and their reaction to being thus invalidated.

2. Familia (Family)- One's membership and role within a number of interrelated family households and systems was evident. The influence and importance of the immediate family, relatives and close family friends is important in the development of the concept of oneself. Three types of family structures were identified:

Nuclear or immediate family- one household and consisting of one or two parents and their children.

Extended family- a network of family units related by blood or kinship functioning in support of all its members (aunts, uncles, cousins, grandparents).

The bonded family- people not related by blood or kinship but connected by the bond of trust (friends, godparents).

Understanding, the different types of family organization is important in working with Raza individuals and groups. The family provides belief systems, responsibilities, cultural values and role models--all important factors in determining one's identity and sense of self-esteem.

3. Communidad (Community)- People are able to identify areas of common interest in the neighborhoods where they live or where they work. The responsibility of people to demonstrate a concern for the well being of the community is a cultural value that provides the impetus for cooperating with others to resolve common needs. Communities may be geographical, or they may be groups with similar interests and experiences such as the community of teachers.

EL NO

In addition to the three components identified above, a unique tool of Razalogia is El No. El No illustrates how people consciously or unconsciously promote a mental picture of themselves as being powerless, or denying their abilities and self-worth.

Living within this society, the foreign born or the oppressed are often given a message from the dominant culture saying "no puedes" (you cannot), "no valen" (you as a people have no value) or "no debes" (you should not). These direct and indirect messages are heard so often that a person finally internalizes them.

All these messages result in the person accepting "no puedo" (I can't), as in "I can't think of going to school because I won't get accepted anyway. I can't become an engineer because I can't do math."

El No can occur on four different levels:

1. Personal level. Individuals make statements about themselves, such as "I can't pass this class -- it's too hard." This negative self-image doesn't encourage thinking about alternatives.

2. Interpersonal level. One person makes a statement about another in a way that denies his/her capability, and self-worth. This interaction can be verbal or non-verbal.

A high school counselor may tell a student, "You can't handle college level work." Another counselor may communicate the "you can't" message through an action. A student may say," I can't fill out this form" and so the counselor does it. But the counselor's message is, "That's right, you can't do it. I have to do it for you."

3. Collective level. A person describes the group of which he or she is a member in such a way that the group as a whole is invalidated. A student may say about the Razalogia process, "We can't develop knowledge from our experience because we don't know anything".

4. Categorical Level. A person assigns negative attributes to a group to which he or she does not belong. For example a man might say, "Women are incomprehensible." A statement of this kind denies the possibility of any change or action.

All the forms of El No emphasize what is lacking in people. The result of experiencing El No is a sense of powerlessness (no poder).

The power to engage in positive action can be regained through understanding the dynamics of El No.

El No is a useful tool which has implications for career planning. Through the intercambios, students will see that everyone has their personal versions of El No based on their respective experiences within their cultura, familia and communidad. The knowledge gained from how individuals invalidate themselves and deny their abilities is the first step in making meaningful changes. Students are able to take responsibility for providing themselves with more positive messages. This act is empowering because the control is no longer outside but within. This knowledge transforms El No into si, se puede (It can be done, and I can do it).

FOR FURTHER READING

Razalogia: Community Learning For a New Society by Roberto Vargas and Samuel C. Martinez. Razagente Associates: Oakland, CA 94610.

To obtain the book write to Razagenta Associates, P.O. Box 7002, Oakland, CA 94610.

SECTION TWO

HOW TO RUN THE INTERCAMBIOS

GROUP WORK

The success of this curriculum depends in large part on the students' ability to work together in groups.

Exercises have been designed and arranged in a systematic manner to facilitate the development of the group skills and to facilitate self-disclosure.

SIZE OF GROUP

In order to have maximum participation,it is desirable to have 8 - 15 students in a group or class. If the group is larger, it is important to provided opportunities for discusion by frequently breaking the class into small groups. A summary of the small group discussions should always take place in the large class/group.

SEATING ARRANGEMENTS

1. Rearrange the seating in the classroom in a semi-circle facing the wall used to post the graphics or newsprint sheets.

2. Arrange seating so that each person has an unobstructed view of everyone else.

The purpose of arranging the seating in half or semi-circle is as follows:

1. To facilitate communication among class members.

2. To physically represent the circular process of developing knowledge that takes place in the intercambios.

ROLE OF THE FACILITATOR

The facilitator is not a teacher in the traditional sense, because all members of the group function as both teachers and learners. The facilitator initiates and summarizes the group activities. The tasks of the facilitator include:

1. Listen and summarize student input.

2. Communicate in Spanish or English depending on the language preference of the group and translate if necessary.

3. Model exercises for students by sharing own experience.

4. Take notes on wall chart in order to document the contributions of participants.

5. Share knowledge of Razalogia, El No, the concepts of culture, family and community, and the history of Chicanos/Latinos in U.S. and elsewhere. Information on these topics is provided in Sections One and Three.

6. Respect the experience and the opinions of all participants and share own experience.

7. Be flexible and allow the group process to occur rather than keep the class on a strict timetable.

8. State and exhibit a belief in the strengths and the positive contributions of people from all cultural backgrounds.

DOCUMENTATION

In the context of Intercambios, documentation means to write down a summary of the contributions made by the group so that this knowledge is accessible to all. This means writing on wall charts visible to all participants. Writing something down makes it important and causes attention to be paid to it. This validates the students' experiences and contributions.

Wall charts are used to:

1. Post graphics, such as the illustration of El No .

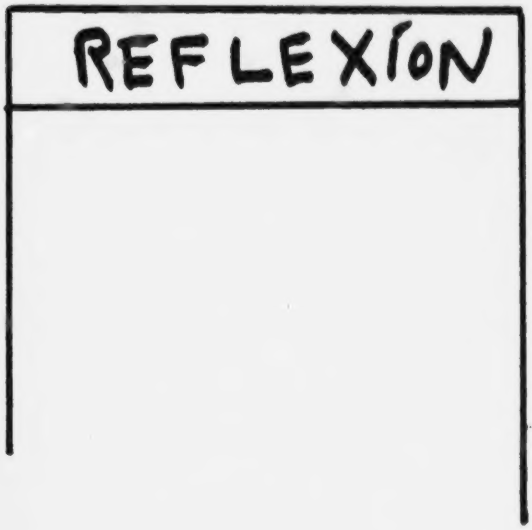
2. Record input of participants, both by the facilitator and by students working in small groups. This record can lead to further discussion and analysis.

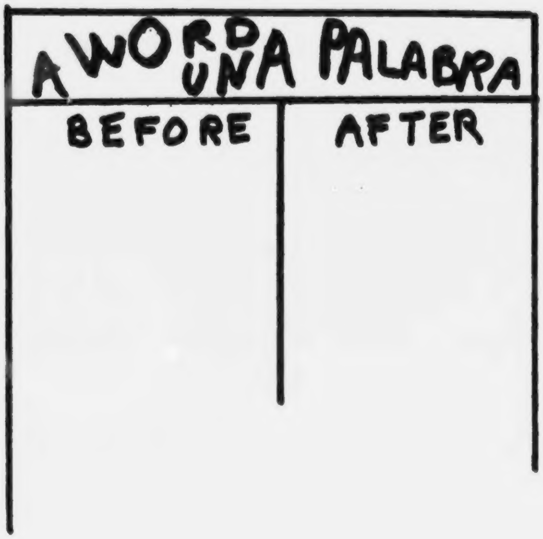
3. Provide an on-going visual reflection and representation of the progress of the group. Wall charts can be copied into a notebook and kept.

4. Maintain a record of the knowledge developed by the group from which typed copies can be made and distributed to all participants.

Preparation of Wall Charts

- Use newsprint sheets or flip chart paper (size-approximately: 2/22" x 1/28"). Write with assorted colored markers. Use masking tape to attach paper to wall.
- Take a sheet and, using a colored marker, draw a line straight across the paper approximately six to eight inches from the top. This is the space within which the title and instructions are to be drawn, such as "Reflexion" or "Una Palabra." Be colorful and creative. Invent your own style of lettering.





SECTION THREE
STUDENT ACTIVITIES

ACTIVITY ONE: EL COMENZAR/THE BEGINNING

Objectives:

1. Students will get to know each other.

2. Students will learn operating rules for group.

Skills: Interviewing, communication, analyzing information and recall.

Importance: Students need to see themselves involved in their own learning process. Through the process of becoming familiar with their microcosm of the world (nuestro mundo), their classroom, they begin to identify with one another.

Materials: Felt pens, tape, flipchart.

Procedures:

1. Introduce self and give overview of how group will function.

   - Seating arrangement will be in a semi-circle.
   - Student will be both teacher and student.
   - The contribution of each student as well as of the facilitator is the base of all learning : "Your experience is knowledge."
   - Students will be expected to participate and through this participation will develop skills.

2. Ask students to put chairs in a semi-circle. Discuss the following:

   - In what ways is sitting in a circle different from sitting in a straight row?
   - Does the circle affect communication and how?

Outcome: Students will draw from their experience, analyze how they felt and draw conclusions.

3. Have students introduce each other to the group.

   - Students develop a list of five or six questions that will enable them to know someone in class better.

- Using the questions generated, students break up into pairs and interview each other for two minutes.

- Each students will take one minute to introduce partner to the group.

- After introductions, ask students:

  - How did you feel introducing others?

  - Was it easier to introduce someone else or would you have preferred to introduce yourself?

  - What similarities and differences did you notice within the group?

Outcome: Students begin to identify with one another.

4. At the end of introduction, do Activity two: Una Palabra.

ACTIVITY TWO: UNA PALABRA/A WORD *

Note: This activity can be repeated at any time. It is useful as a starting point, as a summary, or any time that it is useful to know how to group is feeling.

Objectives:

1. Participants will share with the group how they feel at the moment.

Skills: Self-expression, communication

Importance: The group process depends on student involvement and participation. This exercise is a way of allowing all participants to say how they feel at a given moment. Since all expressions are accepted and recorded, it also validates whatever the student is feeling, even if this feeling would not be normally acceptable. For example, it is OK for a student to say that he is bored or that she is sleepy.

Materials: Felt pens, tape, flipchart.

Procedures:

1. Ask each participant for a word or phrase that described how she/he feels. Any response is acceptable--enthused, angry, ready for lunch. Don't forget to state and record how you feel also.

2. Document the responses on the wall sheet. Put the title at the top of the page and summarize student comments below as they are made. If one color pen is used for the first response and another for the second, the alternating colors will help separate the student comments.

Outcome: An oral and written profile will exist of how the group feels. This is useful as an introduction to an exercise, at a key point in a lesson, or as a summary.

Variation: Ask for a work describing how students felt before and after another activity.

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*Adapted from "Self and Cultural Awareness" by Francisco M. Hernandez and Maria I. Garcia in Career Planning for Chicano/Latino Students , Denise Douglas (Ed.), San Jose City College, 1982.

ACTIVITY THREE: RAZALOGIA *

Objectives:

1. Students will contribute their own experience and knowledge in relation to events and dates cited by facilitator.

2. Students will be able to define Razalogia and discuss its origins.

Skills: Understanding of history, oral communication.

Importance: Most specialized knowledge that is taught in school does not come from a minority cultural background. It is important for students to realize there is such a contribution for them to draw from.

Materials: Felt pens, tape, flipchart.
Handout 1: An Hispanic Chronology (Optional)

Procedures:

1. Introduce goals and objectives of learning model as discussed in Section I.

2. Make presentation on history of Hispanics in California and how and why Razologia was developed. Depending on your and the group's interest this can be long or short. The Hispanic Chronology is one source for a long discussion. At a minimum mention:

1965 . United farmworkers organizing committee activies receive attention of national media.

1969 . Statewide conference of Chicanos develops El Plan de Santa Barbara" to address community needs.

1971 . Chicanos, Mexicanos and Latinos in one particular community (The Fruitvale barrio of East Oakland) volunteer to organize "La Clinica De La Raza".

1972 . Concerned with mental, as well as physical health, a group of activists at "La Clinica" establish "El Centro de Salud Mental." In the process of searching for relevant counseling for their community, they began to develop the Razalogia model.

3. Ask students to comment on these events; perhaps someone in their families was involved in some way.

*Adapted from "Self and Cultural Awareness" by Francisco M. Hernandez and Maria I. Garcia in Career Planning for Chicano/Latino Students , Denise Douglas (Ed.), San Jose City College, 1982.

Outcome: Students will understand that other people like them have struggled to find solutions that fit their own experience, and will realize that their own experience can be a source of knowledge.

AN HISPANIC CHRONOLOGY: A Brief Digest of the Hispanic Experience in California*

1540	Spanish Exploration of California	In 1540, Francisco Vasques de Coronado undertook the first major exploration of the American Southwest, claiming for Spain most of what is now lower California, Arizona, New Mexico and Texas.
1715-1730	Founding of the Spanish Missions	To keep British and Russian settlements in California from spreading, the Spanish King authorized the founding of a series of Franciscan missions along the California coast. These missions, and the settlements that grew around them, became the centers of Spanish culture in New Spain. By 1770, San Jose, San Diego, Santa Barbara, and Los Angeles were the major Spanish towns in California.
1810-1821	The Independence of Mexico	With the defeat of the Spanish King by Napoleon Bonaparte in 1808 the people of New Spain began to question the right of the Mother Country to rule over them. Led by Father Miquel Hidalgo y Castillo the people revolted, declaring the independence of the Republic of Mexico in 1821.

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*From California Labor Market Issues: Hispanics. California State Employment Development Department, 1981.

1846	The Mexican-American War	Sparked by the U.S. annexation of the then independent Republic of Texas, the Mexican-American War was the result of decades of conflict to determine a satisfactory border between the two countries.
1848	The Treaty of Guadalupe-Hidalgo	The Treaty ceded from Mexico most of what is now California, Colorado, Nevada, Utah, Arizona, and New Mexico to the United States. In return, the U.S. promised to guarantee the civil, religious, and property rights of the local population.
1850	The California Land Law	Lands owned by Mexicans in California were expropriated by the California Land Law; over fourteen million acres were confiscated.
1850-1875	Open Border Period	Nationals of both countries moved freely across the border during this 1875 period. Immigration from Mexico was minimal.
1875	Immigration Act of 1875 (Amended 1882)	The Immigration Act banned the importation of Chinese laborers, long a source of workers for the farms, mines, and railroads of California. The demand for Mexican workers increased. Open immigration was ended between the two nations, but only limited conditions for immigration were imposed.

1924	The National Origins Act	The National Origins Act set ethnic quotas for immigration into the U.S. from all Eastern Hemisphere countries. Mexican immigration was not directly affected. The Border Patrol, the enforcement arm of the Immigration and Nationalization Service (INS), was created by the Act.
1925	Border Patrol authority extended	Search and seizure authority was awarded to the Border Patrol the year after its creation. The INS initiated its first major effort to locate and deport undocumented workers in 1925.
1929	Karnuth v. Albro	The Immigration and Naturalization Service revised its policies concerning commuter workers - those who worked in the U.S. while continuing to live in Mexico or Canada - in 1927. These commuters were now considered not visitors but U.S. residents and were subject to immigration regulations and quotas. In Karnuth v. Albro, the U.S. Supreme Court supported the INS decision.
1929-1933	The Great Depression	Responding to increasing unemployment and a growing influx of domestic migrants from the dust bowl of the Midwest into California, President Hoover authorized the deportation of over 300,000 Hispanics, many of whom were legal U.S. residents, including a number of U.S. citizens.

1935	National Labor Relations	The NLRA provided a legal structure for union-management negotiations, establishing for American workers the right to organize for collective bargaining with their employers. Agricultural workers were specifically excluded from coverage under the Act.
1942	The Bracero Program	A result of World War II labor shortages, the Bracero Program was created through bilateral treaties between the U.S. and Mexico. The Program authorized the importation of legal Mexican farm workers for specific jobs on a temporary, seasonal basis.
1946	The National Farm Labor Union (NFLU) chartered	The American Federation of Labor granted a charter to the NFLU in 1946, bringing California's agricultural workers into the national labor movement for the first time.
1947	The DiGeorgio Food Strike	Local 118 of the National Farm Labor union led an important strike against this large Kern country grower in 1947. Over eight hundred workers, mostly Hispanics, were involved. With the approval and direct involvement of the U.S. Department of Agriculture, the growers used Mexican Braceros to break the strike.

1951	Bracero Program extended	Mexico and the United States renegotiated the Bracero agreement (as the Korean War created new domestic labor shortages). Under the Program, 192,000 Braceros were admitted in the first year; the same year, 510,000 undocumented workers were deported.
1952	"Operation Wetback"	In a major effort to reduce the number of undocumented workers in the Southwest, President Eisenhower authorized the apprehension and deportation of 3.5 million Hispanic workers. Many who were deported were legal U.S. residents.
1959	Fair Employment Practices Act	This 1959 California legislation banned discrimination in employment on the basis of race, color, or national origin (amended to include sex in 1970). Under the Act, employment became a civil right, and private citizens were given the right to sue in civil court for redress of employment discrimination. The State Fair Employment Practices Commission was created to investigate allegations of discrimination in public or private employment.
1962	National Farmworkers Association (NFWA) formed	In 1962, Cesar Chavez left the Community Service Organization to found the NFWA. Chavez would later emerge as the farm labor movement's most visible, effective, and charismatic leader.

1962	Manpower Development and Training Act (MDTA)	Federal involvement in employment and training programs began in earnest with the MDTA. The Act authorized specific categorically-funded programs designed to provide increased employment opportunity to traditionally disadvantaged groups.
1964	Bracero Program ends	Authorization for the Bracero Programs expired in 1964 and was not renewed. Deportation of undocumented workers, which had fallen to a post war low of 40,000 in 1962, began to rise again. In 1967, 107,000 deportations were reported.
1964	Civil Rights Act of 1964	This landmark legislation declared as Federal policy the right of all people to equal employment opportunity regardless of race, color, religion, sex, or national origin. Title VII guaranteed the right to freedom from employment discrimination.
1965	Operation SER	Founded in 1965 as a job placement and training clearinghouse by a coalition of Hispanic groups, including the American G.I. Forum and LULAC, Operation SER became a major Hispanic national manpower organization by the early 1970's. With funding provided by the Department of Labor and the Office of Economic Opportunity, 38,000 participants were placed in jobs between 1965 and 1973.

1965	United Farmworkers Union	A strike by the Agricultural Worker's Organizing Committee (AWOC) against Delano California grape growers in 1965 galvanized the farm labor movement. The National Farmworker Association (NFWA) joined AWOC in the strike and the two groups merged, forming the United Farmworker's Organizing Committee, headed by Cesar Chavez.
1965	Immigration Act of 1965	The 1965 Act required that all immigrant job seekers receive Department of Labor (DOL) job certification. Certification is awarded if it is determined by the Secretary of Labor that the immigrant worker is filling a job which cannot be filled by an American resident and that there will be no negative impact on wages and working conditions.
1965	Border Industries Program	In an attempt to stem the tide of illegal immigration and counter growing Mexican unemployment following the end of the Bracero Program, U.S. and Mexican authorities created the Border Industries Program. A free Industrial Zone was created below the border, and American firms were encouraged to locate there, using Mexican labor for the assemblage of American products destined for American and overseas markets. Forty thousand workers were employed in border industries in 1971.

1966	Fair Labor Standards Act	The Fair Labor Standards Act extended the minimum wage to millions of workers nationwide. Agricultural workers were covered under the provisions of the Act for the first time; the agricultural minimum wage was set at $1.00 per hour. Farmworkers were, however, still exempt from federal overtime provisions.
1967	Bilingual Education Act	Congress enacted the Bilingual Education Act (Title VII) in 1967 which provides funding for teaching in the content areas in a language other than English. Title VII was designed to meet the special educational needs of children (ages 3 -18) who have limited English-speaking ability. The first bilingual program was developed by Cuban refugees in Miami.
1969	Philadelphia Plan	In a move to implement Affirmative Action plans in the building trades, the DOL, the craft unions, and selected minority groups developed the Philadelphia Plan for increased minority participation in the skilled trades. Under the Plan, trade unions were required to provide a quota of skilled minority workers at worksites which had Federal contracts exceeding $500,000.

1970	*Cisneros et al v. Corpus Christi*	Before *Cisneros*, Hispanics were used extensively in the Southwest as designated "white" students in court-ordered school desegregation plans. *Cisneros* were defined Hispanics as a separate racial group entitled to equal opportunity under the Civil Rights Act and the *Brown* decision.
1971	*Griggs v. Duke Power*	*Griggs* was one of a number of cases reviewed by the Supreme Court in the years following the 1964 Civil Rights Act in which the Court declared that: no showing of an intent to discriminate was required under the provisions of Title VII where there is evidence of discrimination. Relief should be provided to remedy the effects of the discrimination.
1973	Comprehensive Employment and Training Act (CETA)	The numerous employment and training programs begun under the Great Society and War on Poverty programs of the sixties were replaced by CETA. This Act authorized special revenue-sharing funds to local and regional prime sponsors for employment programs designed to meet local needs.

1975	California Agricultural Labor Relations Act (CALRA)	CALRA created an orderly process for determining union representation of farmworkers in California. Rivalries between the UFW and the Teamsters Union led to hundreds of charges and counter-charges under the law. Authority in these cases was delegated to the Agricultural Labor Relations Board.
1980	U.S. Census of Population Hispanic Coverage	Seeking to avoid the serious undercounting of Hispanics which occurred in the 1970 Census, the Census Bureau formed an advisory Committee on the Spanish Origin Population. In addition, the Mexican-American Legal Defense and Education Fund (MALDEF) organized its own Census Action Project to coordinate efforts for improved coverage of Hispanics in 1980.

ACTIVITY FOUR: REFLEXION/REFLECTION *

Objectives:

1. Participants will share what they learned from the previous session or what was significant for them.

Skills: Self-expression, analysis, communication.

Importance: It is important to give ample time to students' thoughts on what has occurred in the group. Writing these thoughts down validates them and gives them importance. The written record may serve as a basis for further analysis and discussion.

Materials: Felt pens, tape, flipchart.

Procedures:

1. Ask class members what they remember or what was important to them from the previous session. Each class member may be asked individually or a few students may volunteer. Document responses on wall chart. It is helpful to have the title "Reflexión" at the top of the chart. Summarize student comments below as they are made. If one color pen is used for the first response and another for the second, the alternating colors will help separate the students' comments.

2. As a result of what emerges from the "Reflection," follow any line of discussion that seems important. This exercise is very simple but is helpful in that it does provoke thought, analysis, and discussion.

Outcome: A graphic summary of students' reactions will be readily available. By generating the content of the discussion, students are actively involved and their knowledge is validated.

Note: This activity can be repeated at any time. It is useful as a summary or as a transition, because it will draw out the essence of the students' experience.

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*Adapted from "Self and Cultural Awareness" by Francisco M. Hernandez and Maria I. Garcia in Career Planning for Chicano/Latino Students, Denise Douglas (Ed.), San Jose City College, 1982.

ACTIVITY FIVE : METAS Y DESTREZAS/GOALS AND SKILLS

Objectives:

1. Students will be able to identify goals for class.

2. Students will be able to answer the following questions:

   a. Why did you sign up for this class/group?

   b. What do you want from this class/group?

   c. What special skills or knowledge do you have to offer this group - i.e: cooking, dancing, writing poetry, knowledge of neighborhood.

3. Students will be able to identify resources within class.

Skills: Oral and written communication, analysis, group process.

Importance: The facilitator can review the students' goals and provide feedback on whether or not they can be met in the group. Students will be able to identify skills of class members and how they may serve as a resource to one another.

Materials: Sufficient felt pens, tape, paper for use by student groups.

Procedures:

1. Have each student write answers to questions a, b, and c, listed in objective 2.

Have students work in groups of five. Each group selects a recorder who records the group's answers on newsprint taped to wall and a reporter.

Have students return to large group and have each reporter summarize their group's answers to questions a and b.

Have group react to what has been presented - similarities and differences.

Respond to goals and add any others that you would like to include.

Comment on goals that are achievable and responds to those that are not within realm of class.

Outcome: Each student will have personal goals for the class/group and will receive feedback on whether the goals can be met through the group.

2. Have students report their responses to question c: What special skills or knowledge to you have to offer this group?

Introduce concept of resources. As each student's response is reported, develop a list with each person's name and how he or she can be a resource.

Example: someone who fixes cars can teach others; someone who can dance has skills; someone who likes school can tutor others, etc.

Have students discuss the following questions:

- How do skills relate to your being a resource?
- Why are resources important?
- When do you need resources?
- How you would use a resource in both your personal life and on a job?
- Why is it important to identify skills or things you do well?
- When you identify resources that you can use, you are developing a network. How and when can you use a network?

Outcome: Resources within class will be identified. Students will be recognized for their special skills or resources. Students will be familiar with the concept of networking.

ACTIVITY SIX : CULTURA, FAMILIA, Y COMUNIDAD/CULTURE, FAMILY AND COMMUNITY *

Objectives:

1. Students will list three terms of self-description.

2. Students will observe how descriptions they generate individually reflect culture, family, and community.

Skills: Oral and written communication, analysis.

Importance: Students are able to define themselves and be validated for whatever is important to them. This self-definition and validation is crucial to any later definition such as career choice.

Materials: Felt pens, tape, and flipchart.

Procedures:

1. Facilitator asks group as a whole to participate in demonstrating three sources of knowledge reflected in a person's identity.

Students writes a self description using at least three terms of their own choosing. All styles of description are valid, but students are requested not to use their names.

All descriptions must be completed in five minutes and given to facilitator who shuffles and redistributes papers among students.

Each student reads a description aloud.

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*Adapted from "Self and Cultural Awareness" by Francisco M. Hernandez and Maria I. Garcia in Career Planning for Chicano/Latino Students , Denise Douglas (Ed.), San Jose City College, 1982.

2. Arbitrarily select and list descriptions which reflect:

   (a) Culture (column one - ex: "Latina")

   (b) Family (column two - ex: "son of a musician")

   (c) Community (column three - ex: "born and raised on the Eastside")

   Write them on a wall chart in three undesignated columns as shown below:

Columns I	Column II	Column III
• Latina	• Sister of home-coming queen	• Born and raised on Eastside
• Chicano	• youngest in my family	• breakdancer
• Salvadoreño	• A good friend	• Student body president

   Ask class to guess what each column represents. Explain that each column reflects dimensions of culture, family, community, which are used as source of knowledge in Razalogia.

   Ask students what they learned from the activity and document their comments on a wall chart.

   Outcome: Students experience the role of culture, family, and community in their own lives and in those of other participants.

ACTIVITY SEVEN : EL NO *

Objectives:

1. Students will be able to define the concept of "El No".

2. Students will be able to assess validity of this concept in their own experience.

3. Students will be able to identify instances in which they or others express "El No."

Skills: Small group process, analyzing and synthesizing information.

Importance: Chicanos and Latinos live within a dominant culture which gives minorities many direct or indirect messages of their worth. Frequently these messages are internalized. Being aware of the existence and origin of these messages and how they affect self esteem is the first step in breaking barriers that may negatively affect the individual's self concept and feeling of personal power. This exercise will empower students by identifying this negative influence and thereby providing awareness and control.

Materials: Sufficient felt pens, tape and paper for student groups. Handout 2: El No (optional)

Procedures:

1. Introduce concept of "El No" explained in Section I. Cite examples of how each level is expressed by people, groups or community. Ask students for examples they know or are aware of and document each on wall chart. The drawing in Handout 2 can adapted and placed on a wall chart for discussion, as well as given to each student for future reference.

2. Divide students into small groups. Assign each group one of the following areas:

-- television and magazines

-- school

-- community

-- family

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*Adapted from "Self and Cultural Awareness" by Francisco M. Hernandez and Maria I. Garcia in Career Planning for Chicano/Latino Students , Denise Douglas (Ed.), San Jose City College, 1982.

Have each group think about and develop a list of examples of "El No" from their own experience as it relates to the assigned area. For example, students may think about how Chicano/Latinos are portrayed on television. Are there any role models? Are the roles diverse or stereotypic? Have a recorder in each group, keep notes on a paper taped to the wall.

With whole group, discuss the impact of these messages, on a personal level and in terms of career aspirations. For example, lack of role models may limit options a student would consider. If all models are stereotypic, does it mean students are also seen in a negative light? How is everyone's self-concept affected?

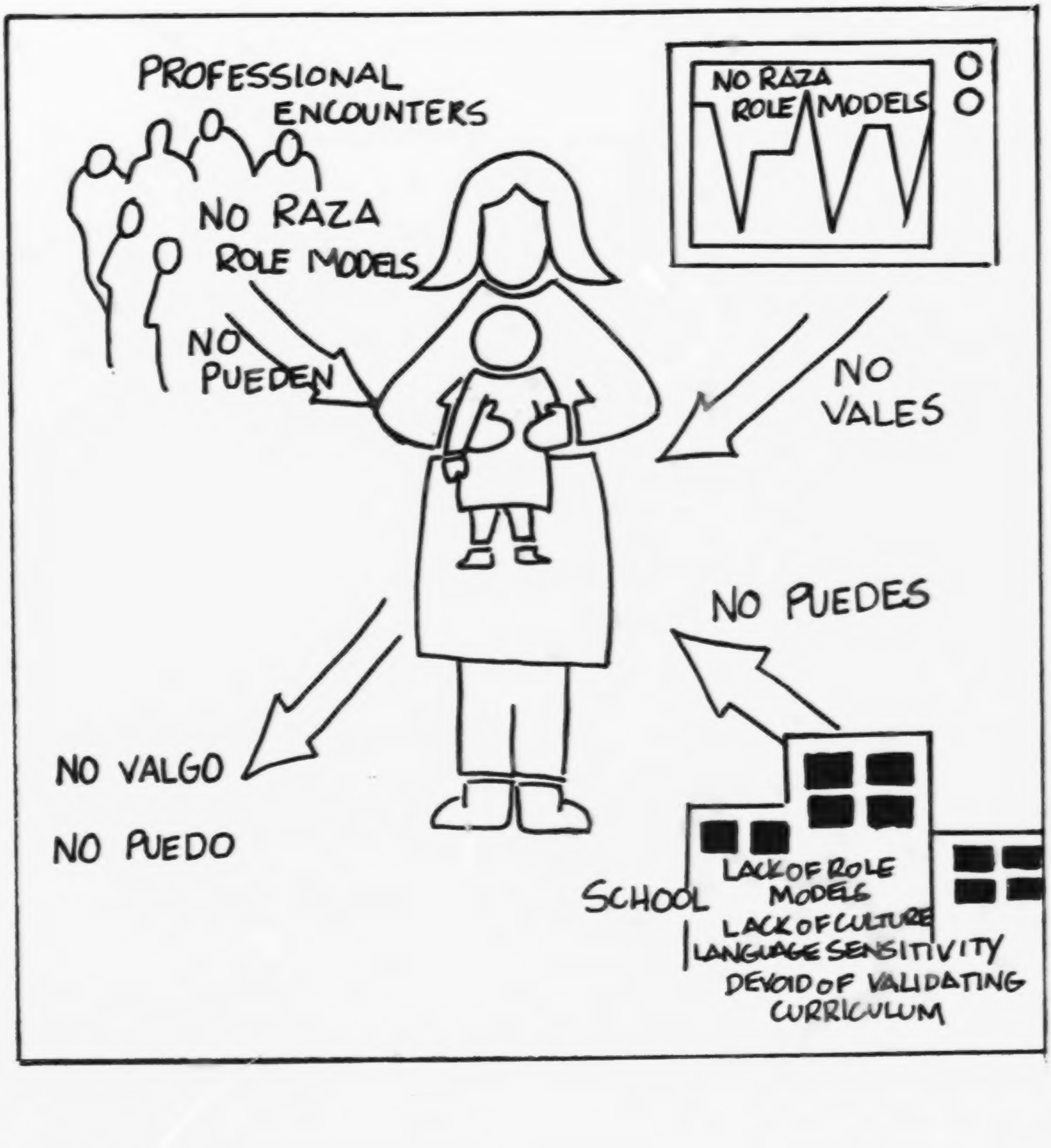
Discuss how the group can counteract these messages. What could you do with close friends, within your family or in your community? For example, you can develop a data bank on Chicanos/Latinos in your community who can be role models and come to class as speakers.

Do reflexión to summarize what was important about this activity.

Outcome: Students will understand the concept of "El No" and be able to identify when they or others are using "El No."

HANDOUT 2

EL NO



ACTIVITY EIGHT : MI CANCION/MY SONG

Objectives:

1. Students will identify what is important to them by sharing a song that is meaningful to them.

2. Students will identify a value that is important to them and explain its relationship to their lives.

Skills: Writing, analysis, artistic expression.

Importance: Values determine what is important to each individual. Students will be able to identify and share some of their personal values.

Materials: Sufficient felt pens, tape and paper for student groups. Paper and pen for each student. Poster board, paint, magazines, scissors, glue.

Procedure:

1. Ask students to think of a record (Spanish or English) that best represents them. They are to write down the name of the record and reason the records best fits them. If possible they will get a copy of the record to the facilitator before the next session, so that an excerpt from the song can be recorded.

   - The class will be asked to listen to each excerpt and identify the theme, i.e.: cars, relationships, money, drugs. A list will be developed of these themes.

   - Define a value as a theme that is important in our life.

   - Have students write a short paragraph stating what value is most important to them and giving examples of how this value affects what they do today and what they plan to do in the future.

2. Have students develop a poster illustrating their song's theme. The poster may include phrases from the song as well as pictures.

   - In groups of 5, students will share their posters. The other four people will provide feedback on what themes or values they see.

   - Each group will develop a list depicting the themes within their posters. This list will be shared with the class as a whole.

3. - Do Reflexión (Activity 4).

Outcome: Students will have expressed and thought about what is important to them, and observed what is important to others.

ACTIVITY NINE: ¿QUE HAY EN UN NOMBRE?/WHAT'S IN A NAME?

Objectives:

1. Students will research the origin of their name, investigating who they were named after and/or any historical association of their name.

2. Students will trace any changes their name has undergone since birth and cite the reasons for the changes. They will state which name they like most.

3. Students will identify a symbol that represents them and draw it.

Skills: Research, creativity.

Importance: People are often named after someone else because of a special quality in that other person. In this society name changes are frequent within Spanish-speaking groups. This exercise enables the student to recapture the historical significance of his/her name.

Materials: Enough paper, felt pens, and tape for each student to use.

Procedures:

1. Discuss what names mean to people. Share your own experience and ask for volunteers in addressing the following questions:

- What name is on your birth certificate?
- How did you get your name? Are you named after someone?
- What are all the names, including nicknames, you remember being called, at home, at school, by your friends?
- Which name is your favorite? What feelings do you associate with each name?

2. Ask students to think about their name and select a symbol that represents them and the name changes they have experienced. Have students draw their symbol on a sheet of paper, and then tape it on the board. Allow students to walk about and see all the drawings. Then ask each person to share his or her drawing, discussing the questions above. Remember, as the facilitator or teacher, you should participate and share as well.

3. Do Reflexión . Have students reflect on the exercise and what they learned while you document their responses on newsprint.

Outcome: Students will have verbally and visually expressed a very important part of their identity.

ACTIVITY TEN: MI MUNDO/MY WORLD

Objectives:

1. Students will identify the influential people within their world.

2. Students will identify the important attributes of the people within their circle of influence.

Skills: Recall, writing, analysis, oral communication.

Importance: All of us are influenced by people in our environment. Sometimes we do not stop to think of why people are important. This exercise identifies who are the important people and how they influence you.

Materials: Handout 3: Mi Mundo/My World
Felt pen, tape, and wallchart.

Procedure

1. Discuss the importance of other people in our lives and hand out Mi Mundo worksheet. Give students time to identify the people they are close to and to place them on the circle diagram.

2. Have students share their answers in small groups. Remind them to discuss these questions:

   a. Who are the people closest to you and why are they important? Are they part of your nuclear, extended, or bonded family?

   b. How do people in my world influence me? (For example, provide moral support, act as a model, provide resources.)

3. In the large group, have a reporter from each small group share what what was discussed.

Outcome: Students will have identified the people who are important to them. They will be aware of the role of others in providing support and in serving as models.

HANDOUT 3:ENGLISH

MI MUNDO/MY WORLD

All of us are influenced to a degree by other people. Our parents are a big influence, whether we do what they want or just the opposite. Our friends and the people we associate with can influence whether we study in high school and what we do after we graduate. A person we admire or a person who helps and encourages us can be a very powerful influence. This exercise will help you think about how the people in your life are affecting your future.

Think about all the people that are close to you or play an important role in your life. Who are these people? List them below.

Name	Relationship	How they influence you
____________________	________________	__________________________
____________________	________________	__________________________
____________________	________________	__________________________

The circle on the next page is a symbolic representation of you and your world. Fill in your circle with the names of those individuals in your life that are close to you. These are usually the people who are important to you or people you spend a lot of time with. Those persons closest to you should be the inner circle, and the persons who are the least important should be in the outer circle.

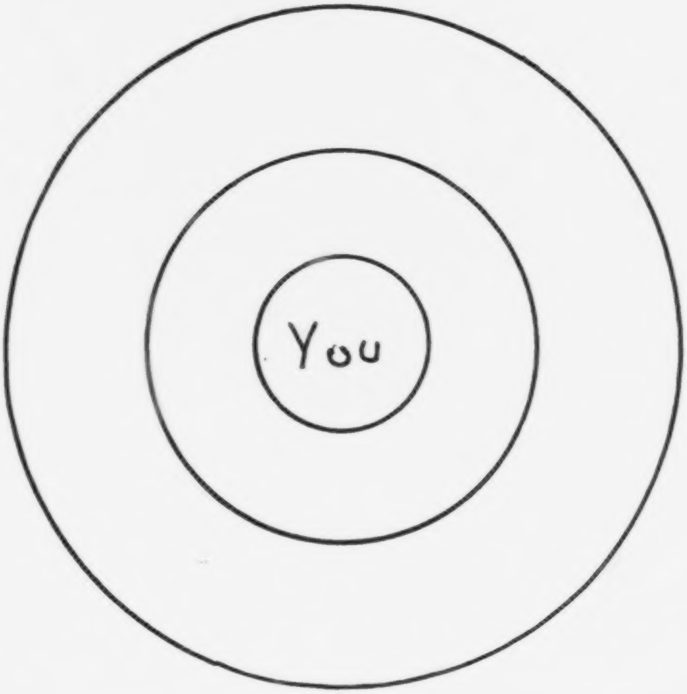
List below any special qualities you like about any of these people.

Name	Quality I like
______________________________	______________________________________
______________________________	______________________________________
______________________________	______________________________________
______________________________	______________________________________

HANDOUT 3 (Cont.)

List below ways in which these people are helpful to you.(Do they provide love, money, friendship, moral support?)

Name	Way in which they are helpful



HANDOUT 3: SPANISH

MI MUNDO

Hasta cierto punto, todos recibimos la influencia de otras personas. Nuestros padres tienen una influencia muy grande, ya sea para que hagamos lo que ellos quieren o lo opuesto. Nuestros amigos y la gente con quien nos asociamos puede influir ya sea en que estudiemos en la secundaria o en lo que hagamos después de la graduación. Una persona a quien admiramos o que nos ayuda y anima puede, en alguna manera, guiarnos para ir en alguna dirección, y puede tener una influencia poderosa sobre nosotros. Este ejercicio te ayudará a pensar en cómo otras personas afectan tu vida futura.

El círculo que aquí ves es una representación simbólica de ti y tu mundo. Piensa en toda la gente que te rodea o que juega un papel importante en tu vida. ¿Quienes son esas personas? Haz una lista de ellas abajo.

Nombre	Relación	Cómo influyen en ti

Llena tu círculo con los nombres de los individuos en tu vida que están más cerca de ti y que, hasta cierto grado, influyen en ti. Estas son las personas que son más importantes para ti o con quienes pasas mucho tiempo. Quienes están más cerca de ti deben estar en el círculo interior, y quienes tengan menos importancia para ti deben estar en el círculo exterior.

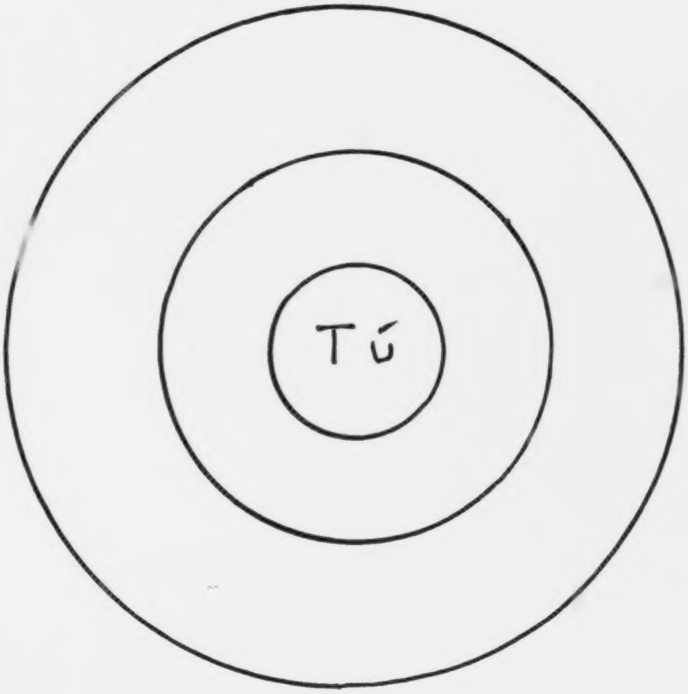
Escribe alguna cualidad especial que te guste en esas personas.

Nombre	Cualidad que me gusta

HANDOUT 3: (Cont.)

Haz una lista abajo de cómo te ayudan esas personas (dándote apoyo moral, cariño, dinero, amistad).

Nombre	Cómo te ayudan



ACTIVITY ELEVEN: ¿QUIEN SOY YO?/WHO AM I? *

Objectives:

1. Students will form part of a small group to share:

   - their own cultural experience and backgroud

   - their own family career history

2. Students will generate a data base from the input in small groups, reflecting commonalities and difference among them.

Skills: Research, analysis, form completion.

Importance: As a result of minority group status, students rarely have an accurate reflection of who they are as a group. This exercise is very positive for many students because they realize that their experience while unique has commonalities with that of many other students.

Materials: Prepare a Quien Soy Yo chart for each group of eight students. Have felt pens for students to complete chart.

Procedure

1. Prepare a "Quien Soy Yo" wall chart (as illustrated below) for each group of eight students. The categories across the top of the chart should be as follows:

    1. Name
    2. Birthdate/place of birth
    3. Where I live now
    4. Culture or ethnicity
    5. Generation you represent in the United States
    6. Languages (s)
    7. Mother's occupation
    8. Father's occupation
    9. Grandmother's occupation
    10. Grandfather's occupation
    11. Career goal
    12. Life goal

2. Model use of the chart by filling in each column, using your own experience. Clarify the type of information requested by each column. Stress that all responses, even blanks, are acceptable. Encourage

*Adapted from "Self and Cultural Awareness" by Francisco M. Hernandez and Maria I. Garcia in Career Planning for Chicano/Latino Students , Denise Douglas (Ed.), San Jose City College, 1982.

discussion while you are filling in the chart, and tell students that they may ask each other questions also.

3. Have students meet in small groups of eight, to fill in wall chart and to share each members' background and experience. Have each student use a different colored pen and fill in responses straight across the chart so that each person's contribution is clear.

4. In the large group, have students discuss information on the chart and draw conclusions. You may wish to focus on family career history and have students think about what was going on in their parents' and grandparents' lives which led them to make their career choices. Ask students to discuss any patterns that they see. For example, a majority of the students may come from a certain area. Ask students what they can do to reach their career and life goals. Many other topics can also be discussed according to student interest. Assist students in drawing conclusions about the information contributed from the class. Document all observations.

Outcome: Students will have a sense of the similarities and differences among class members. They will have a sense of their history and experience as a group.

Suggestion: In order to get student's thinking and researching their family history, have them ask their parents about their occupations and those of their grandparents prior to doing this activity. You could assign Handout 4 Occupational Family Tree as homework.

OCCUPATIONAL FAMILY TREE

The Great Generation (optional) ________ ________ ________ ________
Your Great Grandparents

The Grand Generation ________ ________ ________ ________
Your Grandparents

The Now Generation ______ ______ ______ ______ ______ ______
Your Parents/Aunts and Uncles

The Future Generation ______ ______ ______ ______ ______ ______
Your Sisters and Brothers

____
You

Directions: Family is an important influence on all of us. While you are planning your future career, think of the work history of your family. Fill in the job you associate with each member of your family and the name of each family member. If you don't know somebody's name or occupation leave it blank. Add spaces as necessary.

HANDOUT 4: SPANISH

LAS OCUPACIONES EN MI FAMILIA

Los Bisabuelos ______________ ______________ ______________ ______________ ______________
Tus Bisabuelos

Los Abuelos ______________ ______________ ______________ ______________ ______________
Tus Abuelos/Tíos/Abuelos

La Generación Presente __________ __________ __________ __________ __________ __________
Tus Padres/Tíos

La Generación Futura __________ __________ __________ __________ __________ __________

____
Tú

Direcciones: La familia es una influencia importante en todos nosotros. Mientras planeas tu carrera futura, piensa en la historia de trabajo de tu familia. Llena el espacio que indica el trabajo con que asocias a cada miembro de tu familia y el nombre de cada uno de ellos. Si no lo sabes déjalo en blanco. Añade espacios si es necesario.

ACTIVITY TWELVE: COLLAGE

(Closure Exercise)

Objectives:

1. Students will express visually what the class has meant to them.

2. Students will share how they will apply what they have learned.

Skills: Creativity, communication.

Importance: Students need to summarize the awareness gained from the group and to discuss how they apply this awareness to their future career, education, and life plans.

Materials: One big piece of paper taped to the wall and enough felt pens for students.

Procedure:

1. Invite participants to draw on the wall chart what the class has meant to each of them. Have each person discuss his/her drawing with the group. Encourage comments and discussion.

2. Ultima Palabra/Last Word . Ask each student to share one last word or comment and to record it on the collage.

Outcome: There is a visual image of the group's individual and collective experience.

II. PARENT WORKSHOPS

RECOGNIZING THE IMPORTANCE OF THE FAMILY IN EDUCATION AND IN CAREER PLANNING

BY: LOIS LOCCI
CARMEN PONCE

PARENT WORKSHOPS

SECTION ONE: The Role of the High School Parent....................59

Topic one: Parents and Schools In The United States.................60
- 1. Differences Between U.S. and Latin American Education System...60
- 2. How Parents Can Help In School..............................63

Topic two: Parents Are Responsible For School Attendance............64
- 1. Attendance from the School's Point of View.................64

Topic three: Helping Your Children Plan Their Future................66
- 1. Review of School Programs..................................66

Topic four: Understanding The Words Used In Schools.................69
- 1. Define Terms as Needed.....................................69
- 2. Review Vocabulary List.....................................69
- Handout 1: Understanding School Vocabulary....................71

Topic five: Parents, Students, Educators: Who Should Do What?.......75
- 1. Parents, Students, Educators--Who Should Do What?..........75
- Handout 2: Parents, Students, Educators: Who should Do What?.77
- 2. What Can Parents Do?.......................................79

SECTION TWO: Graduation Requirements................................83

Topic one: Why Graduate?..84
- 1. What Did You Learn in School?..............................84
- 2. How Useful is a High School Education Today?...............84

Topic two: Graduation Requirements..................................86
- 1. What Courses are Needed for Graduation?....................86
- 2. Looking at a Transcript....................................86
- 3. What if There is a Problem?................................89
- Handout 4: High School Graduation: Where are the Problems?...91

Topic three: Which is Best? The College Prep, General or Vocational Road to a High School Diploma?.................................93
- 1. College Prep, General, and Vocational Programs.............93

Topic four: Proficiency Tests.......................................96
- 1. What Everyone Should Know about Proficiency Tests..........96
- 2. What is Covered on the Proficiency Tests...................99
- Handout 5: Examples of Basic Proficiencies....................101

Topic five: GED Tests...103
- 1. If You Don't Have a Diploma................................103
- 2. So You Want to Take the GED................................104
- Handout 6: What Do the GED Tests Measure?.....................105

SECTION THREE: Have You Thought About College?....................107

Topic one: Who Should Go to College?..............................109
1. A College Education: What Do You Think?..................109
Handout 7: College Education: What Do You Think?............113
2. Benefits of a College Education............................115

Topic two: Choosing a College and Meeting the Requirements.........116
1. Four Types of Colleges.....................................116
2. Courses Required by Four Year Schools.....................125
Handout 8: Recommended College and University Course Sequence...127
3. Choosing a College...129

Topic three: Financial Aid...130
1. Financial Aid Myths and Truths.............................130
2. Overview of Financial Aid..................................130
Handout 9: Paying For School: What Do You Think?............131
Handout 10: Sources of Financial Aid..........................133
3. Getting Started on the Application.........................137
Handout 11: Samples List of Scholarships......................139

Topic four: Getting to College Requires Planning...................143
1. Your Planning Calendar.....................................143
Handout 12: Calendar For College Admission and Financial Aid.145

SECTION FOUR: Help for the Students Who Won't Go to College.........149

Topic one: Can Vocational Training Help You Get a Job?.............150
1. Why is Vocational Training a Good Idea?..................150
2. How is the Job Market Changing?...........................152

Topic two: Why Young Women Need to Prepare For a Job...............155
1. Today Most Women Need to Work.............................155
Handout 13: Women in the Work Force..........................157

Topic three: Shopping for the Right Vocational Training Program....159

SECTION ONE:
THE ROLE OF THE HIGH SCHOOL PARENT

Goal: To increase parents' awareness of the high school program in general so that there can be good communication between the home and the school and a feeling of shared responsibility.

Objectives:

1. Parent participation will not be limited by a lack of understanding of the U.S. school system. To this end, parents will discuss differences that they notice between the educational system in their country and the U.S., and will review principal features of the U.S. educational system.

2. Parents will review the importance of school attendance and their legal responsibility to send their children to school.

3. Parents will be able to list ways that they can participate in the schools in the U.S.

4. The specialized language used by schools sometimes prevents parents from understanding what is being said. Parents will be able to define commonly used educational terms in the language they know best.

5. Parents will evaluate their role in planning high school programs for their children and in participating actively in their children's education.

6. Parents will list specific things they can do now, either individually or as a group, to help their children be successful in school.

Topic One: Parents and Schools in the United States

Objectives:

1. Parent participation will not be limited by a lack of understanding of the U.S. school system. To this end, parents will discuss differences that they notice between the educational system in their country and the U.S., and will review principal features of the U.S. educational system.

2. Parents will be able to list ways that they can participate in the schools in the U.S.

Materials: Simple organizational chart of district showing school board, superintendent, any programs of interest, and parent advisory groups. (Optional)

Time: 1 hour

Activities:

Activity one: Differences between U.S. and Latin American Education Sytems. The sample discussion sections that follow provide a summary.

> SAMPLE DISCUSSION (ENGLISH)
>
> In the U.S., parents have an important role in the educational system. (Discuss simplified chart of district organization.) In order for their children to benefit, it is important for parents to understand the system and to participate in it.
>
> Where did you go to school? (Go around the group or get a sample, but don't forget to tell parents information about yourself as well.)
>
> What differences do you notice between the school you attended and the school your children are attending? (Parents may bring out some of the points listed below, if not you can add them.)
>
> Control of Schools in California and Latin America . School systems in California are different from school systems in Latin America. In countries such as Mexico and Peru, elementary and secondary schools are controlled by the Ministry of Education. The curriculum and graduation requirements are determined by the Ministry. All students in every part of the country study the same curriculum and must pass the same tests. Parents have very little control over their children's educational programs and cannot participate easily in decisions made in local schools.
>
> In California, on the other hand, there is a combination of both centralized and local control. The State Board of Education

must adopt the education laws passed by the legislature. The education code determines many things which happen in schools; however, since the laws are passed by the legislature, voters have ways to influence these laws and decisions. The laws requiring bilingual education, for example, were passed in 1976. Those laws can be revised and changed. Your vote and your opinion count.

Many important decisions are made at the local level by the board of education. These include decisions about how to spend money, what to teach, what staff to hire, and so on. You in turn elect the members of the board of education. You could even run for school board member. Other decisions are made by school committees and advisory groups. (If this is a meeting of an advisory group, discuss role).

The Educational Program in California and in Latin America . In Latin America, students complete primary school at about age 12. At that time they take a test to determine whether they will go on to prepare for university or if they will enter a trade, technical, business, or teaching school. Important decisions are made early in a child's life.

In California, students do not make career decisions at age 12. They are obligated by law to finish primary and junior high school, completing a general course of study; they must attend school until they are 18. Most high schools in California are comprehensive high schools in that they offer college preparation, general studies, and vocational training. Students are required to choose among these alternatives according to their interests, skills, and career goals. There is no set age for making decisions. It is very important for parents and students to really understand the choices.

SAMPLE DISCUSSION (SPANISH)

En los Estados Unidos de Norteamérica, los padres tienen un papel importante en el sistema educativo. (Discuta la tabla simplificada de la organización del distrito.) Es importante que los padres de familia entiendan el sistema y participen en él para que sus hijos se beneficien.

¿A dónde fue usted a la escuela? (haga preguntas dentro del grupo para tener una idea, pero no olvide dar a los padres de familia información acerca de usted también.)

¿Qué diferencias encuentra entre la escuela adonde usted asistió y adonde van sus hijos? (los padres pudieran dar algunos de los puntos que se mencionan abajo, si no, usted puede añadirlos.)

Control de Escuelas en California y en América Latina. Los sistemas escolares en California son diferentes a los de América Latina. En países como México y Perú, las escuelas primarias y secundarias están controladas por el Ministerio/Secretaría de Educación. El Ministerio también determina los requisitos para graduación y el curriculum. Todos los estudiantes de cualquier escuela del país tienen el mismo curriculum y pasan por los mismos exámenes. Los padres de familia tienen muy poco control en los programas de educación de sus hijos, y no pueden participar fácilmente en las decisiones hechas en escuelas locales.

En California existe una combinación de control centralizado y local. La Mesa Directiva de Educación del Estado debe adoptar las leyes para la educación que pasa la legislatura, y ésto determina muchas cosas que pasan en las escuelas; sin embargo, como la legislatura pasa las leyes, los votantes tienen manera de influir en estas leyes y decisiones. Por ejemplo, las leyes que exigen la educación bilingüe se pasaron en 1976. Esas leyes pueden revisarse y cambiarse. Su voto y su opinión cuentan.

La mesa directiva de la escuela hace muchas decisiones importantes al nivel local. Entre ellas se cuentan cómo gastar el dinero, qué enseñar, qué personal debe aceptarse, etc. Usted puede elegir a los miembros de la mesa directiva de la escuela. Usted puede correr para miembro de la mesa directiva. Otras decisiones son hechas por comités escolares y grupos consejeros. (Si esta es una junta de un grupo consejero, discuta su actuación).

El Programa de Educación en California y en América Latina. En Ameríca Latina los estudiantes completan la escuela primaria a los 12 años de edad aproximádamente. De inmediato, toman un examen para determinar si pueden continuar su preparación para ingresar en la universidad o si entrarán en una escuela comercial, técnica o para enseñanza. Estas decisiones importantes se hacen muy pronto en la vida de un niño.

En California los estudiantes no hacen decisiones para sus carreras a la edad de 12 años. La ley los obliga a terminar un curso general de estudios incluídos en la primaria y en los dos primeros años de secundaria (junior high school). Los estudiantes deben asistir a la escuela hasta que cumplan 18 años de edad. La mayoría de las secundarias de California ofrecen preparación para el colegio, estudios generales y entrenamiento vocacional. Se requiere que los estudiantes escojan entre estas alternativas de acuerdo con sus intereses, habilidades y metas de carrera. No hay una edad determinada para hacer estas decisiones. Es importante que los padres de familia y los estudiantes entiendan las alternativas.

Activity two: How Parents can Help in School. Develop a list of ways that parents can participate in the schools. Ask parents for their input and write the list on chalkboard or flip chart.

SAMPLE LIST (ENGLISH)

How can parents participate in schools?

- Attend school board meetings especially when a decision will be made that you are interested in; parent comments can affect the decision.
- Serve on an advisory board.
- Volunteer at your child's school (Volunteers help teachers, go on field trips, work with students, and so on).
- Attend school activities such as parent meetings.
- Call your children's teacher or counselor or the principal if you have a question or a concern.
- Become informed about school programs in order to help your children be successful in school.
- Vote in local elections (citizens only).
- Serve on the school board.

SAMPLE LIST (SPANISH)

¿Cómo pueden participar en las escuelas los padres de familia?

- Asistir a las juntas de la mesa directiva de la escuela, especialmente cuando se va a hacer una decisión que les interese; los comentarios de los padres de familia pueden afectar esa decisión.
- Ser parte de la junta de consejeros.
- Servir de voluntario en la escuela adonde asista su hijo (puede ser voluntario para ayudar a los profesores, ir a las excursiones escolares, trabajar con los estudiantes, etc.)
- Asistir a las actividades de la escuela como las juntas de padres de familia.
- Hablar con los profesores o consejero o el director de la escuela si quiere saber algo.
- Informarse de los programas de la escuela para ayudar a sus hijos a tener éxito en la escuela.
- Votar en la elecciones locales. (Sólo los ciudadanos pueden hacerlo.)
- Ser miembro de la mesa directiva de la escuela.

Topic two: Parents are Responsible For School Attendance

Objectives:

1. Parents will review the importance of school attendance and their legal responsibility to send their children to school.

Materials: None

Time: 30 minutes

Activities:

Activity one: Attendance From the Schools Point of View. Review with parents why school attendence is important. Review laws regarding school attendance. Discuss how parents can help students make up school work that is missed because of absence.

SAMPLE DISCUSSION (ENGLISH)

1. School attendance is required until a student graduates from high school or reaches the age of 18. The only exceptions are:

   a. Students who pass the proficiency tests at 16 can quit with their parents consent.

   b. Students who have a job after age 16 can transfer to continuation school for a reduced day. Even students who work full time are required to attend school 4 hours a week.

2. Parents are required to send school age children to school or they can be fined.

3. Schools receive money for every day your child is in school. Schools receive money for excused absences but not for others. Usually excused absences are for days when a student is sick or has to attend the funeral of a family member. Parents are required to write or phone the school explaining the absence. All other absences are unexcused.

4. If a student must miss school because of a family trip or other obligation, it is very important to talk to the teachers before the trip. Tell the teachers how long the student will be gone and make arrangements for make-up work. Then the student will still get credit for the class. If you leave without warning, it is often difficult to make up the work, and the student may lose credi, and perhaps not graduate on time.

5. Schools have individual rules on how much a student can be absent, what can be made up, and so on. If you plan before your trip or absence, work can almost always be made up.

SAMPLE DISCUSSION (SPANISH)

1. Se requiere que un estudiante asista a la escuela hasta que se gradúe de la secundaria (high school) o cumpla 18 años de edad. Las excepciones son:

   a) Los estudiantes que pasan los exámenes de proficienica a los 16 años y con el consentimiento de sus padres.

   b) Los estudiantes que tienen un trabajo bueno después de los 16 años de edad pueden transferirse para que continúen en la escuela con menos clases. Se requiere que aún los estudiantes que trabajan tiempo completo, asistan a la escuela 4 horas semanarias.

2. Se requiere que los padres de familia envíen a sus hijos en edad escolar a la escuela o podría multárseles.

3. Las escuelas reciben dinero por cada día que sus hijos asisten a la escuela. Las escuelas reciben el dinero si el alumno presenta una excusa por su ausencia. Usualmente las excusas son por enfermedad del estudiante o porque el estudiante tenga que ir a un funeral de algún miembro de su familia. Los padres deben escribir o telefonear a la escuela explicando la ausencia. Todas las otras ausencias no se excusan.

4. Si un estudiante tiene que perder algún tiempo de escuela ya sea por un viaje con la familia u otras obligaciones, es muy importante avisar a los profesores con anticipación. Dígale al profesor cuánto tiempo estará fuera el estudiante y haga arreglos para las tareas ecolares que el estudiante tendrá que hacer. De esta manera, el estudiante podrá recibir su crédito por la clase. Si se falta a la escuela sin avisar, es más difícil ponerse al corriente en las clases, y el estudiante podría perder sus créditos y hasta quizá no poderse graduar a tiempo.

5. Las escuelas tienen reglas acerca del tiempo en que un estudiante puede estar ausente de la escuela, qué puede hacerse y otras cosas de este tipo. Si usted hace su plan antes de un viaje o ausencia, casi siempre será en beneficio de su estudiante.

Topic three: Helping Your Children Plan Their Future

Objectives:

1. Participants will tour the career center, the counseling center , and any other offices of interest such as work experience or migrant education.

2. Parents will hear a brief summary of each program, in order to understand the goals of the school guidance program in helping their children plan their future.

Materials: Brochures from programs, preferably in Spanish if this is the language parents are most comfortable in. (Optional)

Time: 1 hour

Activities:

Activity one: Review of School Programs and Guidance Services. Give parents and other participants a tour of the counseling, career center, work experience, and any other offices that are relevant in helping their children plan for their future. Have person responsible for each program explain briefly or provide an overview from summary below.

SAMPLE DISCUSSION (ENGLISH)

School Guidance or Counseling Program . (General tasks are described here, but you may have to vary it according to what is done at your school.) Counselors help students choose classes and write their schedules. When students are ready to graduate, counselors check to see that all necessary courses have been completed. Counselors also help students with educational and career planning. In order to choose the best high school program, students have to first decide what they are going to do after graduation. If they are going to college, they need to take college preparatory courses. If they want to learn job skills, they may choose vocational classes. Counselors help students understand all their choices. They also help students with personal problems.

Career Center . The career center is a collection of books and other materials to help students decide what they want to do after they leave high school. Students can use the career center to research jobs that they are interested in. They can find out how to prepare for the job, what it pays, and what kind of work is required. Students can take tests and complete other activities to help them decide what kind of work would interest them. The career center sometimes invites people who work in different occupations to speak to students.

Work Experience Education. A student enrolled in Work Experience Education spends part of the time in class and part of the time on a paid job. The Work Experience Coordinator visits the student at the job site and meets with all Work Experience students at the school. Students may find their own job or the Work Experience Coordinator may help. They can earn up to 40 high school credits which count towards graduation. They also earn wages and gain valuable experience about the world of work.

ROP/C . (Regional Occupational Program/Center). ROP classes provide training directly related to an occupation either at the

high school or at a nearby site. Students often spend two or three hours in ROP classes every day in order to be trained as mechanics, cooks, word processors, television technicians and many other occupations. The rest of the day, they take their regular high school requirements. If students want to take ROP classes, they have to plan ahead because space is often limited.

SAMPLE DISCUSSION (SPANISH)

Programa de Orientación de la Escuela. Aquí se describen tareas generales, pero usted podría hacer cambios de acuerdo con lo que se hace en su escuela.) Los consejeros ayudan a los estudiantes a escoger sus clases y a escribir sus programas de clase. Cuando los estudiantes están listos para graduarse, los consejeros verifican que los estudiantes tengan completos todos los cursos necesarios. También ayudan a los estudiantes a planear su carrera educativa. Para poder escoger cual es el mejor programa de la secundaria (high school), los estudiantes deben decidir primero qué van a hacer después de su graduación. Si van a ir al colegio, necesitan tomar clases de preparación para el colegio. Si quieren trabajar pronto, podrían escoger clases vocacionales. El consejero ayuda a los estudiantes a entender sus opciones. También les ayudan en sus problems personales.

Centro de Carreras. El centro de carreras se compone de una colección de libros y otros materiales que ayudan al estudiante a decidir lo que quieren hacer después de que salgan de la escuela. Los estudiantes pueden usar el centro de carreras para investigar trabajos que les interesen. Pueden saber cómo prepararse para el trabajo, lo que paga, qué clase de trabajo se requiere. Los estudiantes pueden tomar exámenes y completar otras actividades para ayudarlos a decidir quée clase de trabajo les interesaría. Este centro a veces invita a personas que trabajan en diferentes ocupaciones para que hablen con los estudiantes.

Educación en Experiencia de Trabajo. El estudiante que está inscrito en el programa de Educación en Experiencia de Trabajo (Work Experience Education), pasa parte del tiempo en las clases y parte del tiempo en un empleo pagado. El Coordinador de este programa visita al estudiante en su trabajo y se reúne en la escuela con todos los estudiantes que forman parte de este programa. Los estudiantes pudieran encontrar su propio empleo o el Coordinator de programa podría ayudar. Los estudiantes pueden recibir hasta 40 créditos de secundaria (high school) que se suman a los créditos necesarios para graduarse. Además del salario que reciban, ganarán experiencia valiosa dentro del mercado laboral.

ROP/C. (Programa/Centro Regional de Ocupaciones-Regional Occupational Program/Center). Las clases de ROP proporcionan entrenamiento relacionado directamente con una ocupación, ya se en la secundaria o cerca de ella. Los estudiantes pasan a menudo 2 o 3 horas en clases de ROP cada día, para entrenarse como mecánicos, cocineros, procesores de palabras, técnicos de televisión y otras ocupaciones más. El resto del día asisten a su escuela secundaria donde tomas sus clases que son requisitos. Si un estudiante quiere tomar clases de ROP, tiene que planearlo con anticipación, pues a menudo no hay bastantes lugares para todos los que se quieren inscribir.

OPTIONAL ACTIVITIES:

1. Career Resources of Group . Get information from group about their present occupation and how they could assist with the school's career guidance program. With a small group this can be done informally with the facilitator asking participants for their jobs and if they can come to school to speak or if they are be willing to have students call them. Record the information as it is given. This may be a good way for parents to get to know each other as well. It is also possible to have participants write the information on pieces of paper or on a form that you design, but parents have limited tolerance for filling out forms. Parents who are willing to talk about their jobs in Spanish are a valuable resource in a school where there are many students who are more comfortable speaking Spanish.

2. Sample Career Guidance Activity. In order for parents to understand what career guidance is all about, it is useful to have them participate in an activity that is also provided to their children. For example, they might complete an assessment or other activity that is part of the students' program. Discuss purpose of the activity.

Topic Four: Understanding the Words Used in Schools

Objectives:

1. The specialized language used by schools sometimes prevents parents from understanding what is being said. Parents will be able to define commonly used educational terms in the language they know best.

Materials: Flip chart or chalkboard; Handout 1: Understanding School Vocabulary (optional)

Activities:

Activity one: Define Terms as Needed. Clearly define selected educational terms as they come up in the course of other activities OR

Activity two: Review Vocabulary List. Handout and review entire list of terms for parents to keep as a reference.

HANDOUT 1: ENGLISH

UNDERSTANDING SCHOOL VOCABULARY

1. **Units or credits:** In California, each class generally counts for five credits (or units). For example, two semesters of English will be counted as 10 units. A school will usually require so many units or credits for graduation.

2. **Required courses:** Courses that every student must take in order to graduate. Some are state requirements and some are local requirements. In addition to the general requirements, students who want to enter a certain vocational program or go to university, will have special requirements.

3. **Electives courses:** Courses which a student can choose according to skill, interest, or for any other reason. Usually a student's program will have both elective and required courses.

4. **GPA (Grade Point Average):** A number between 4.0 and 0 that shows what kind of grades a student has been receiving in school. To calculate a GPA, grades are converted into numbers as follows: A=4, B=3, C=2, D=1, F=0. An average is obtained by multiplying each grade by the number of units or credits received for the course, adding all the products, and dividing by the total number of credits received. Usually, the GPA will be printed on the student's transcript.

5. **Transcript:** A record kept by the school of all the courses a student has taken and the grades received.

6. **Proficiency Test (AB 65):** A test of basic skills required for high school graduation.

7. **High School Diploma:** A diploma earned by completing all required courses.

8. **GED (High School Equivalency):** The GED is recognized as equivalent to a high school diploma. It is earned by passing a test of general educational development. People who do not have a high school diploma frequently take the GED. This test may be taken in Spanish as well as English.

9. **Counseling and Guidance:** The high school service that gives a students information about classes, schedules classes for them and assists them with school and personal problems.

HANDOUT 1: ENGLISH (Cont.)

10. Career Center: A high school service similar to a library that provides students with information about colleges and jobs.

11. Work Experience: A high school program that gives students credit for outside work, often in the form of paid jobs.

12. SAT (Scholastic Aptitude Test): A test that students take on their own time. The SAT is required in order to apply for some colleges.

13. **Financial Aid**: Money given or lent to a student so that he or she can attend college. On campus part-time jobs can also be part of financial aid.

14. **Grant**: Money for college awarded to a student on the basis of need. A grant does not have to be repaid.

15. **Scholarship**: Money for college awarded to a student on the basis of grades or academic achievement. Scholarships do not have to be repaid.

16. **Loan**: Money for college awarded to a student on the basis of need. A loan has to be repaid after graduation. The interest is low.

17. EOP (Educational Opportunity Program): A program found at public colleges that provides assistance to minority and low-income students.

18. Awards Letter: A letter sent to a student announcing the amount of financial aid that he or she will receive.

19. Letter of Recommendation: A letter written by a teacher or employer describing a student's qualifications.

HANDOUT 1: SPANISH

EXPLICACION DEL VOCABULARIO DE LA ESCUELA

1. **Unidades o créditos**: En California, cada clase generalmente vale cinco créditos (unidades). Por ejemplo, dos semestres de inglés se cuentan como 10 unidades. Una escuela usualmente requiere determinado número de unidades o créditos para la graduación.

2. **Cursos requeridos**: Clases que cada estudiante debe tomar para poder graduarse. Algunos son requisitos del estado y otros son locales. Los estudiantes que quieren ingresar en ciertos programas vocacionales o en la universidad, tendrán requisitos especiales además de los generales.

3. **Cursos electivos**: Clases que un estudiante puede escojer según sus habilidades, interés o cualquiera otra razón. El programa de un estudiante generalmente tiene cursos requeridos y electivos.

4. **GPA (Grade Point Average)**: Promedio de calificaciones. Es un número entre 4.0 y 0 que muestra qué calificaciones ha estado recibiendo un estudiante. Para calcular el GPA, las calificaciones se convierten en números como se indica a continuación: A=4, B=3, C=2, D=1, F=0. El promedio se obtiene multiplicando cada calificación por el número de unidades o créditos recibidos por la clase, entonces se suman los productos de las multiplicaciones, y esa cantidad se divide entre el número de créditos recibidos. El GPA generalmente está impreso en los documentos de transcripción del estudiante.

5. **Transcripción**: El récord que lleva la escuela todas las clases y calificaciones de un estudiante.

6. **Examen de Destreza (Proficiency Test-AB 65)**: Un examen de habilidades básicas que se requieren para graduarse en la escuela secundaria (high school).

7. **Diploma de Secundaria (high school)**: El diploma que se recibe después de completar todos los cursos requeridos.

8. **GED (equivalente a un diploma de secundaria)**: Se obtiene depués de pasar una prueba de desarrollo de educación general. Quienes no tienen un diploma de secundaria, frecuentemente toman el examen de GED. Este se puede tomar en inglés o español.

9. **Orientación**: Un servicio de la secundaria que da información a los estudiantes sobre clases, horarios de clase para cada estudiante y los ayuda con problemas personales.

10. **Centro de Carreras:** Un servicio de la secundaria semejante a la bibilioteca, que proporciona a los estudiantes información sobre colegios y empleos.

11. **Experiencia de Trabajo** (Work Experience). Un programa de secundaria que da crédito a los estudiantes por trabajo que se hace fuera de la escuela; a menudo los trabajos son pagados.

12. **SAT (Examen de Aptitud Escolar):** Un examen que los estudiantes toman por su propia cuenta. El SAT es requerido para poder hacer la solicitud de ingreso en algunos colegios.

13. **Ayuda Financiera:** El dinero que se da o se presta a un estudiante para que pueda asistir a un colegio. Trabajos de medio tiempo dentro del colegio, pueden ser parte de la ayuda financiera.

14. **Donación (Grant):** Dinero que se dona a un estudiante para asistir al colegio, basado en su necesidad. Este dinero no tiene que devolverse.

15. **Beca:** Dinero donado a un estudiante para que asista al colegio, basado en sus grados y realización académica. Las becas no se devuelven.

16. **Préstamo:** Dinero que se presta a un estudiante para que asista la colegio, basado en su necesidad. El préstamo deberá pagarse después de graduación. El interés que se cobra es bajo.

17. **EOP (Programa de Oportunidad de Educación):** Un programa que existe en los colegios públicos que proporciona ayuda a las minorías y a estudiantes de bajos ingresos.

18. **Carta de Premio:** Carta que se envía a un estudiante anunciándole la cantidad de dinero que recibirá como ayuda financiera.

19. **Carta de Recomendación:** Una carta escrita por un profesor o patrón describiendo las cualidades de un estudiante.

Topic five: Parents Responsibilities

Objectives:

1. Parents will evaluate their role in planning high school programs for their children and in participating actively in their children's education.

2. Parents will list specific things they can do now, either individually or as a group, to help their children be successful in school.

Materials: Handout 1: Parents, Students, Educators: Who should do What?
Handout 2: What Can Parents Do? (Handouts are optional)

Activities:

Activity one: Parents, Students, and Educators--Who Should Do What? Have parents complete and discuss handout of the same name. If some parents are not comfortable with a reading activity, the same exercise can be completed as a group, with the leader reading each item out loud. In that case, no handouts are needed.

SAMPLE DISCUSSION (ENGLISH)

Education is not just the responsibility of the school. Everyone must help—the parents, the student, the teacher, the counselor, the administrator. Here is a list of things that can be done to help students be successful in high school. Who should do each of these things -- the parents, the student or the educators, the school staff? What do you think?

SAMPLE DISCUSSION (SPANISH)

La educación no es solamente la responsabilidad de la escuela. Todos deben ayudar; los padres de familia, los estudiantes, el profesor, el consejero, el director. Aquí tenemos una lista de las cosas que pueden hacerse para ayudar a los estudiantes a tener éxito en la secundaria. ¿Quién debería hacer cada cosa, los padres, los estudiantes o los educadores, el personal de la escuela? ¿Qué opina usted?

HANDOUT 2: ENGLISH

PARENTS, STUDENTS, EDUCATORS: WHO SHOULD DO WHAT?

Who is responsible for the activities listed below? If you think an educator, such as a counselor, teacher, or administrator is primarily responsible, circle E. If you think a parent is primarily responsible, circle P. If you think a student is responsible, circle S. If you think two or more people are responsible, circle more than one letter.

1. Plan a student's classes every year. E P S

2. Make sure a student knows about all school programs and classes that are available. E P S

3. Get immediate help when grades begin to drop. E P S

4. Find after school and summer jobs. E P S

5. Choose classes and extracurricular activities based on student's interest, needs, skills, and goals. E P S

6. Get help when a student does not pass the proficiency exams. E P S

7. Keep track of required courses and units needed for graduation. E P S

8. Praise a student for good work. E P S

9. Provide a quiet area for student to study and do homework. E P S

10. Make sure homework is turned in on time. E P S

11. Make sure discipline is just. E P S

12. Watch for signs of stress in students such as poor attendance, bad grades, indifference towards school, or feelings of discomfort. E P S

13. Prepare a four-year plan for graduation. E P S

14. Be informed about alternatives such as college preparation and vocational programs. E P S

HANDOUT 2: SPANISH

PROGRAMAS DE SECUNDARIA: ¿QUIEN DEBERIA HACER QUE?

Piensa en las actividades que se mencionan a continuación. Si crees que el consejero tiene la responsabilidad principal, encierra la C con un círculo. Si crees que son los padres, encierra la P. Si crees que el estudiante tiene la responsabilidad, encierra la E con un círculo. Si crees que más de una persona tiene la responsabilidad, encierra más de una letra.

1. Planear cada año las clases del estudiante. C P E
2. Asegurar que el estudiante sepa de todos los programas escolares y clases que hay disponibles. C P E
3. Obtener ayuda inmediata cuando empiezan a bajar las calificaciones. C P E
4. Encontrar trabajos después de la escuela y durante el verano. C P E
5. Escoger clases y actividades fuera de clase basadas en la necesidades, las habilidades, el interés y las metas del estudiante. C P E
6. Obtener ayuda cuando un estudiante no pasa los exámenes de proficiencia. C P E
7. Estar al tanto de los requisitos de cursos y unidades que se necesitan para graduar. C P E
8. Elogiar al estudiante por un buen trabajo. C P E
9. Proveer una área sin ruidos para que el estudiante estudie y haga su tarea. C P E
10. Asegurar que las tareas se entreguen a tiempo. C P E
11. Asegurar que la disciplina es justa. C P E
12. Estar atento a señales de que en estudiante está en apuros tales como mala asistencia, malas calificaciones, indiferiencia hacia la escuela o sentimientos de aflicción. C P E
13. Preparar un plan de graduacción de cuatro años. C P E
14. Estar informado acerca de alternativas tales como preparación para el colegio y programas vocacionales. C P E

Activity two: What Can Parents Do? As a follow-up, have parents discuss Handout two: What Can Parents Do? The exercise can also be done without the handout, if the group leader gives the necessary instructions. For parent groups who are not comfortable with a lot of reading and writing, this may be preferable. This exercise may be done by the group as a whole or you may want to break up the participants into small groups of 3 to 5 participants. Discuss the results.

SAMPLE DISCUSSION (ENGLISH)

Let us think about the things that are the parents' responsibility. What can parents do to help their children to do well in high school and to get a good education? (Introduce activity according to directions on handout) Now that we have come up with some things that parents can do, what do we do next? (There may be ideas for some group effort, or even for a school program. Some groups have requested after school study hall time with tutors, for example. Or parents have collaborated on homework rules.)

SAMPLE DISCUSSION (SPANISH)

Vamos a pensar en las cosas que son responsibilidad de los padres de familia. ¿Qué pueden hacer los padres para ayudar a sus hijos a tener éxito en la escuela y obtener una buena educación? (Presente las actividades de acuerdo con las instrucciones en el volante). Y ahora que tenemos algunas cosas que los padres pueden hacer, ¿qué haremos enseguida? (Podría haber ideas para algún esfuerzo de grupo, hasta para un programa de la escuela. Por ejemplo, algunos grupos han pedido que la escuela tenga un salón de clase con tutores después de las horas de clase. También, los padres han colaborado para que los estudiantes hagan su tarea.

HANDOUT 3: BILINGUAL

WHAT CAN PARENTS DO?
¿QUE PUEDEN HACER LOS PADRES?

With the group, look at the responses for the Activities on Handout 2. Select three activities that everyone agrees parents are responsible for along with counselors and students. Write and discuss how parents can help.

Con el grupo, revise las respuestas en el questionario anterior(Handout 2.) Seleccione tres actividades que sean responsabilidad de los padres de familia tanto como de los estudiantes y de los consejeros. Escriba y discuta con el grupo como pueden ayudar los padres.

Activity # ________ (Write the guidance activity here.)
Actividad # ________ (Escriba aquí la actividad.)

____

What can parents do? ______________________________________
¿Qué pueden hacer los padres?

____

____

Activity # ________ (Write the guidance activity here.)
Actividad # ________ (Escriba aquí la actividad.)

____

What can parents do? ______________________________________
¿Qué pueden hacer los padres?

____

____

Activity # ________ (Write the guidance activity here.)
Actividad # ________ (Escriba aquí la actividad.)

____

What can parents do? ______________________________________
¿Qué pueden hacer los padres?

____

SECTION TWO:
HOW PARENTS CAN HELP THEIR CHILDREN TO GRADUATE

Goal: To make parents aware of graduation requirements so that they are involved in planning their children's program and dealing with any obstacles so that may prevent their children from graduating.

Objectives

1. From personal experience and summary of expert sources, parents will discuss the importance of what can be learned in high school and the value of a diploma.

2. Parents will review local graduation requirements and compare their children's progress to these requirements.

3. Parents will review a sample transcript of one semester's courses so that they will understand how and why these records are kept and be able to review their children's transcripts with school officials if they wish.

4. Parents will review reasons a student will be denied graduation and discuss solutions.

5. Parents will be aware of the different high school programs: college preparatory, general and vocational and the advantages and the disadvantages of each program.

6. Parents will understand that proficiency tests must be passed in order for students to graduate.

7. Parents will be able to describe the general content of proficiency exams.

8. Parents will be able to list ways of helping students who fail the proficiency exams.

9. Parents will understand that if students do not graduate from high school, that the GET test is another way of showing general educational competence.

10. Parents will be aware that the GED test is given in Spanish, what it covers, and how to take it.

Topic one: Why Graduate?

Objectives:

1. From personal experience and summary of expert sources, parents will discuss the importance of what can be learned in high school and the value of a diploma.

Materials: felt pens, newsprint or flip chart paper, tape, or chalkboard,

Time: 30 minutes

Activities:

Activity one: What did you learn in school? Have all workshop participants, including staff, share the most useful thing(s) they learned in school. Record the main point of everyone's contribution - on flip chart or on chalk board for summary and reference.

SAMPLE DISCUSSION QUESTIONS (ENGLISH)

What was the most important thing you learned in school? What did you learn in school that has really helped with your daily life?

SAMPLE DISCUSSION QUESTIONS (Spanish)

¿Cuál fue la cosa más importante que aprendiste en la escuela? ¿Qué aprendiste en la escuela que realmente te ha ayudado en tu vida diaria?

Activity two: How useful is a high school education today? Discuss what the "experts" say about a high school education from your own reading or use the summary of current articles below.

SAMPLE DISCUSSION (ENGLISH)

A study by the National Academy of Sciences called High Schools in the Changing Workplace completed in 1984 found that high school **students who will not go to college need the same kind of basic education as those going to college.** These competencies include "a command of written and spoken English, the ability to reason and solve problems, the ability to read and interpret written materials, the ability to understand basic mathematics and basic principles of science and technology, a knowledge of how American society and its economy function and a set of positive personal work attitudes and habits." Specialized skills such as computer literacy are less important than a good basic education.

Young employees who are lacking basic skills and the ability to learn and grow on the job have a much greater chance of being stuck in entry-level, dead-end jobs.

A National Center for Vocational Education report found a high correlation between basic skills taught in high school and transferable skills needed by people who successfully change jobs and move up.

A high school diploma is a useful entry-card to the work world, but good basic skills are what count in keeping a job and in getting promoted.

SAMPLE DISCUSSION (SPANISH)

Un estudio hecho por la Academia Nacional de Ciencias, llamando Las Secundarias en el Nuevo Campo de Trabajo que se completó en 1984, encontró que tanto los estudiantes que irán al colegio como los que no irán, necesitan la misma educación básica. Esto incluye "dominio del inglés escrito y oral, la habilidad para razonar y resolver problemas, para leer e interpretar materiales escritos, para entender matemáticas básicas, principios de ciencia y tecnología, tener un conocimiento de cómo funcionan la sociedad y la economía norteamericanas, y tener actitudes personales positivas de trabajo y hábitos." Las habilidades especializadas como entendimiento de computadoras, son menos importantes que una educación básica buena.

Los empleados jóvenes que no tienen los conocimientos básicos y la habilidad de aprender y crecer en el trabajo, están en peligro de quedarse en el trabajo al nivel de entrada o de quedarse en trabajos que no ofrecen futuro. Un reporte del Centro Nacional para Educación Vocacional, encontró una relación entre habilidades básicas enseñadas en la secundaria y las habilidades transferibles que la gente necesita para cambiar a empleos mejores. El diploma de secundaria es útil para entrar al mundo del trabajo, pero el diploma no significa mucho a menos que el graduado tenga las habilidades. Las habilidades básicas buenas son importantes para conservar un trabajo y obtener ascensos.

Topic two: Graduation Requirements

Objectives:

1. Parents will review local graduation requirements and compare their children's progress to these requirements.

2. Parents will review a sample transcript of one semester's courses so that they will understand how and why these records are kept and be able to review their children's transcripts with school officials if they wish.

3. Parents will review reasons a student will be denied graduation and discuss solutions.

Materials: A handout in large print of local graduation requirements. (You must develop this for your local requirements, but a sample follows.)
Handout 4: High School Graduation - Where are the Problems?
A handout or overhead of a sample transcript for one semester. (Develop locally)

Time: 1 hour

Activities:

Activity one: What Courses Are Needed For Graduation? Prepare a handout of local graduation requirements. It should be easy to read, and for Spanish-speaking parents it should be bilingual. A sample page of graduation requirements in English and Spanish follows.

Activity two: Looking at a transcript. Show a transcript for one semester either on an overhead or as a handout. Explain everything that is shown. Invite parents to review their children's transcripts with the student and a school official.

SAMPLE

HIGH SCHOOL GRADUATION REQUIREMENTS

SUBJECT	CURRENT GRADUATION REQUIREMEENTS
ENGLISH	PASS 4 YEARS 2 YEARS OF READING MAY BE SUBSTITUTED WITH PRIOR APPROVAL (SEVERE READING DISABILITY)
SOCIAL STUDIES	TAKE 3 YEARS 9TH GRADE COURSE 1 YEAR U.S. HISTORY (PASS) 1/2 YEAR CIVICS (PASS) 1/2 YEAR SENIOR ELECTIVE
MATHEMATICS	PASS 2 YEARS
SCIENCE	PASS 1 YEAR
PHYSICAL EDUCATION	TAKE 2 YEARS
PROFICIENCY READING WRITING MATH	PASS ALL TESTS
UNIT REQUIREMENTS	210 5 UNITS EARNED - PER SEMESTER - PER COURSE

SAMPLE

REQUISITOS DE GRADUACION

MATERIA	REQUISITOS PARA GRADUACION HASTA LA FECHA
INGLES	APROBAR 4 AÑOS 2 AÑOS DE LECTURA SE PUEDEN SUBSTITUIR CON APROBACION DEL CONSEJERO (INCAPACITACION SEVERA EN LECTURA)
ESTUDIOS SOCIALES	APROBAR 3 AÑOS CURSO EN EL GRADO 9 1 AÑO DE HISTORIA DE LOS ESTADOS UNIDOS(APROBADO) 1/2 AÑO DE CIVISMO (APROBADO) 1/2 AÑO DE CLASE ELECTIVA EN EL GRADO 12
MATEMATICAS	APROBAR 2 AÑOS
CIENCIA	APROBAR 2 AÑOS
EDUCACION FISICA	APROBAR 2 AÑOS
PROFICIENCIA LECTURA ESCRITURA MATEMATICAS	APROBAR TODOS LOS EXAMENES
UNIDADES REQUERIDAS	210 5 UNIDADES GANADAS - POR SEMESTRE - POR CURSO

Activity three: What if there is a Problem? When parents review their children's transcripts, there may be obvious problems that will prevent a timely graduation. Briefly discuss the problem areas listed on Handout 4: High School Graduation: Where are the Problems? You may want to give parents this handout or only use it as a checklist for yourself. The emphasis of the discussion should be on possible solutions to any problem areas. These solutions will vary according to your school program, but they may include tutoring or remedial classes for students who fail proficiency exams, summer school, night school or independent study for students who are short of units, a change of programs and careful selection of classes for students who don't like school, and participation in work experience for those who need to work.

HANDOUT 4: BILINGUAL

HIGH SCHOOL GRADUATION: WHERE ARE THE PROBLEMS? ¿CUALES SON LOS PROBLEMAS QUE PUEDEN IMPEDIR QUE SE GRADUE SU HIJO/A DEL "HIGH SCHOOL"?

Problem Area: Required classes.
Dificultad: Cursos necesarios.

Possible Solution: ______________________________
Solución:

____

Problem Area: Grades.
Dificultad: Cursos necesarios.

Possible Solution: ______________________________
Solución:

____

Problem Area: Proficiency examinations.
Dificultad: Los exámenes de proficiencia.

Possible Solution: ______________________________
Solución:

____

Problem Area: Unit requirements.
Dificultad: El número de unidades necesarias.

Possible Solution: ______________________________
Solución:

____

Problem Area: Student does not like school.
Dificultad: Al estudiante no le gusta la escuela.

Possible Solution: ______________________________
Solución:

____

Problem Area: Student wants to or has to work.
Dificultad: El estudiante quiere o tiene que trabajar .

Possible Solution: ______________________________
Solucion:

Topic three: Which is best? The college prep, general or vocational road to a high school diploma?

Objectives:

1. Parents will be aware of the different high school programs: college preparatory, general and vocational.

2. Parents will discuss some advantages and disadavntages of each program.

Materials: Overhead or handout of local requirements for different programs. (Develop locally)

Time: 20 minutes

Activities:

Activity one: College prep, general and vocational programs. Review differences between these three programs with use of handout or overhead of your district requirements. Give examples of courses that are required for each program so parents have a sense of the choices.

SAMPLE DISCUSSION (ENGLISH)

What is each program good for? A college preparatory program prepares students for college. Colleges differ in what they require. Some require more courses or better grades than others. A vocational program provides students with job training. How useful the training is depends on the program, and on the local job market. A general program is less demanding than the college preparatory program, and as the name implies, students are not prepared for anything specific.

More Hispanic students are in the general program than in college preparatory or vocational technical programs. For white students, more are in college preparatory than the other programs. (See table below.) There are good reasons why more Hispanic students should go into the college preparatory program.

1. If a student is undecided, college preparation classes are the best choice. It is easier to change one's mind later and go to a vocational school with college prep classes, than it is to decide to go to college after taking a vocational program.

2. Many of the most interesting and best-paying careers in vocational areas require the same math and science classes as the college preparation program. This is true of many union jobs and many positions in the electronics industry.

3. More and more, employers are saying that they want high school graduates with good basic skills such as those taught in a college preparation program. It is easy to learn a technical skill later, but it is hard to go back and get a good general education.

Table 1. Percent of Hispanic and White High School Seniors by Program*

	HISPANIC	WHITE NON-HISPANICOS
GENERAL	41%	32%
COLLEGE PREPARATORY	30%	45%
VOCATIONAL	30%	23%

SAMPLE DISCUSSION (SPANISH)

¿Para qué sirve cada programa? Un Programa de Preparación para el Colegio prepara al estudiante para ir al colegio. Los colegios tienen diferentes requisitos. Algunos exigen más cursos o mejores calificaciones que otros. Un programa vocacional da entrenamiento de trabajo a los estudiantes. La utilidad del entrenamiento depende del programa y del mercado laboral local.

Un programa general exige menos que un programa de preparación para el colegio, y como lo indica su nombre, los estudiantes no se preparan para nada específico.

Hay más estudiantes hispanos en el programa general que en el de preparación o en el de técnica vocacional. Se encuentran más estudiantes blancos en el de preparación que en los otros programas.

Hay buenas razones para que más estudiantes hispanos deban ir al programa de preparación para el colegio.

1. Si un estudiante está indeciso, las clases de preparación para el colegio son las más adecuadas. Es más fácil cambiar después y asistir a una escuela vocacional cuando se han tomado clases preparatorias, que ir al colegio después de haber tomado

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*Department of Health, Education, and Welfare, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, Student Questionnaire and Test Results by Sex, High School Program, Ethnic Category and Father's Education, 1975.

un programa vocacional.

2. Muchas de las carreras vocacionales más interesantes y mejor pagadas, requieren las mismas clases de matemáticas y ciencias que el programa de preparación para el colegio. Esto es cierto en muchos trabajos como plomero, carpintero y otros oficios, y en la industria electrónica.

3. Los patrones están pidiendo cada día más graduados de la secundaria que tengan habilidades básicas aprendidas en un programa de preparación para el colegio. Es fácil aprender habilidades técnicas más adelante, pero es difícil regresar a la escuela y tener una buena educación general.

Topic four: Proficiency Tests

Objective:

1. Parents will understand that proficiency tests must be passed in order for students to graduate.

2. Parents will be able to describe the general content of proficiency exams.

3. Parents will be able to list ways of helping students who fail the proficiency exams.

Materials: Handout 7: Examples of Basic Proficiencies (optional). Overhead of handout can also be used.

Time: 15-30 minutes

Activities:

Activity one: What Everyone Should Know About Proficiency Tests. Explain how passing the proficiency tests is a requirement for high school graduation.

SAMPLE DISCUSSION (ENGLISH)

Q. What are high school proficiency exams?

A. High school proficiency exams are the way that schools make sure that students have learned all the basic skills necessary to function in our society.

Q. Who must take the exams?

A. All high school students must take and pass the exams before they can receive a high school diploma. Students who cannot take the exams due to mental or physical limitations are tested in other ways.

Q. What subjects are tested?

A. Students take exams in reading, writing, and math.

Q. How often is the proficiency exam given?

A. Ninth grade students are given the exam once. Students who don't pass have another opportunity to take the test in grades ten and eleven. Students in grade twelve have two opportunities to take the test. In addition, students who take the summer review course can take the exam at the end of the summer session.

Q. What happens if a student does not pass the exam?

A. A student is given many opportunities to pass the exam. Schools offer counseling and help to correct deficiencies and students can also attend a summer review session. In order to get a high school diploma, a student must pass the proficiency exam.

Q. If a student passes the proficiency exam, is graduation automatic?

A. No, proficiency exams test basic skills. A student also has to complete all the other requirements for graduation.

Q. If a student doesn't pass one exam (for example, writing), is it necessary to take all the exams again?

A. No, the student need only retake the exam that was not passed.

Q. Are the proficiency tests given in grades 9, 10, 11, and 12 the same?

A. Yes. The content is the same, but the questions may vary. Students who fail the exam in grade nine have the opportunity to find out where they are deficient. Students who fail the test can request a copy of their test showing in exactly what areas they need help.

Q. Why are the exams given only in English?

A. According to California state law, the exam can only be given in English.

Q. What happens to students who don't speak English?

A. It is very difficult for students who don't speak English to complete all the graduation requirements. However, according to state law the proficiency exams can only be given in English.

Q. How will I know if my son or daughter does not pass the proficiency exams?

A. You will be notified by mail if your son or daughter does not pass the exams. You will be asked to come to a meeting at school to discuss the different ways to help your son or daughter.

SAMPLE DISCUSSION (SPANISH)*

P. ¿Qué son los Exámenes de Proficiencia en la escuela secundaria?

R. Los exámenes de proficiencia en la escuela secundaria son medios que se usan para demostrar que el estudiante ha adquirido las destrezas básicas necesarias para poder funcionar en nuestra sociedad.

P. ¿Quién toma el examen?

R. Todos los estudiantes de la escuela secundaria deben tomarlo y aprobarlo antes de que puedan obtener un diploma de graduación. Los estudiantes que no puedan tomarlo debido a limitaciones físicas o mentales, se examinarán de otro modo.

P. ¿En qué materias se les da el examen?

A los estudiantes se les da el examen en Lectura, Escritura y Matemáticas.

P. ¿Con cuánta frecuencia se les da el examen?

R. Los estudiantes del noveno grado toman el examen una vez durante el año escolar. A los estudiantes de los grados décimo y décimo-primero (10-11) que no hubieran pasado el examen, se les volverá a examinar durante el año regular. A los estudiantes del duodécimo grado se les darán dos oportunidades más de tomar el examen. Además, los estudiantes que asistan al curso de recuperación durante el verano pueden tomar el examen al final de la sesión de verano.

P. ¿Qué sucede si un estudiante no pasa el examen?

R. Al estudiante se le dan varias oportunidades de tomar el examen. En la escuela se le ofrecen los siguientes servicios: consejos y ayuda para vencer las deficiencias, también se les ofrecen cursos de recuperación en la escuela de verano. De todos modos, para poder recibir su diploma de graduación, el estudiante tendrá que pasar el examen.

P. Si un estudiante pasa todos los exámenes, ¿significa eso que la graduación es automática?

R. No, los exámenes de proficiencia son exámenes de conocimientos básicos. Un estudiante debe cumplir con todos los requisitos de graduación además de pasar los exámenes de proficiencia.

*From Bodganoff, G.L. Examen de "Proficiencia": Guía para los padres de alumnos de la "Escuela Secundaria" en California. Oakland, California: Babel Lau Center, 1981.

P. Si un estudiante no pasa uno de los exámenes, ¿debe tomar de nuevo todos los exámenes?

R. No. Solamente tiene que tomar aquellos exámenes que él no pasó.

P. ¿Son los exámenes para los grados noveno, décimo, décimo-primero y duodécimo lo mismo?

R. Sí. Solamente hay una serie de exámenes: A los estudiantes se les da el examen en el grado noveno para que tengan la oportunidad de saber en cuales áreas están deficientes. Todos los estudiantes que no pasen el examen tienen derecho a una copia de la computadora, que muestra exacta- mente donde necesitan ayuda.

P. ¿Por qué se da el examen solamente en inglés?

R. Es una orden del Estado de California de que el examen se dé en inglés.

P. ¿Qué les pasa a los estudiantes que no hablan inglés?

R. Es muy difícil que los estudiantes que no hablen inglés hayan podido cumplir con los requisitos de graduación. Sin embargo, la Legislatura Estatal ha establecido que el examen se tiene que dar en inglés.

P. ¿Cómo puedo saber si mi hijo/hija no pasa los exámenes de proficiencia?

R. Se le notificará por correo si su hijo/hijo no pasa los exámens. Se le pedirá que asista a una conferencia donde se explorarán los diferentes procedimientos a seguir con el fin de ayudar a su hijo/hija.

Activity two: What is Covered on the Proficiency Tests? Using Handout 5. Examples of Basic Proficiencies, discuss what students need to know to pass a proficieny test.

HANDOUT 5: BILINGUAL

EXAMPLES OF BASIC PROFICIENCIES/EJEMPLOS DE PROFICIENCIAS BASICAS*

READING

- ALPHABETIC ORDER
- SAVINGS ACCOUNT
- CLASSIFIED ADS
- BUSINESS LETTER
- READING FOR COMPREHENSION

WRITING

- AGREEMENT OF SUBJECT AND VERB
- FINAL PUNCTUATION
- USE OF CAPITAL LETTERS
- HOW TO WRITE A CHECK
- COMPOSITION

MATHEMATICS

- WHOLE NUMBERS
- DECIMALS
- PRACTICAL MATH APPLICATIONS
- MEASUREMENTS
- PERCENTAGE

LECTURA

- ORDEN ALFABETICO
- CUENTA BANCARIA DE AHORROS
- ANUNCIOS CLASIFICADOS DEL PERIODICO
- CARTA DE NEGOCIOS
- LECTURA Y COMPRENSION

ESCRITURA

- CONCORDANCIA DE SUJETO Y VERBO
- PUNCTUACION FINAL
- EMPLEO DE LETRAS MAYUSCULAS
- COMO ESCRIBIR UN CHEQUE
- COMPOSICION (COMO ESCRIBIR)

MATEMATICAS

- NUMEROS ENTEROS
- DECIMALES
- QUEBRADOS
- PORCENTAJE
- APLICACION PRACTICA DE LAS MATEMATICAS
- MEDIDAS

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*From Bodganoff, G.L. Examen de "Proficiencia": Guía para los padres de alumnos de la "Escuela Secundaria" en California. Oakland, California: Babel Lau Center, 1981.

Topic five: GED Tests

Objectives:

1. Parents will understand that if students do not graduate from high school, that the GED test is another way of showing general educational competence.

2. Parents will be aware that the GED test is given in Spanish, what it covers, and how to take it.

Materials: Handout 7: What Do the GED Tests Measure.

Time: 10 minutes

Activities:

Activity one: If you don't have a diploma. Explain alternate ways that students have of showing they have a good basic education.

SAMPLE DISCUSSION (ENGLISH)

For people who do not finish high school, there are two ways to demonstrate high school level competence: attend an Adult Education High School Diploma program, or take and pass the General Education Development Test or GED. The GED is considered equal to a high school diploma by all California state and local public agencies and by most employers in the state.

The GED tests basic knowledge in writing, reading, mathematics, social studies, and science. The GED test may be taken in Spanish as well as English. Students who can't get a high school diploma because they don't know enough English to pass the proficiency tests can pass the Spanish GED test.

SAMPLE DISCUSSION (SPANISH)

Las personas que no terminaron la secundaria (high school) tienen dos maneras de demostrar su competencia al nivel de la secundaria: completar la secundaria (high school) en el programa de Educación Para Adultos o pasar el Examen de Desarrollo de Educación General o GED. El GED se considera igual al diploma de secundaria en todas las agencias locales y del estado en California, y por la mayoría de los patrones en el estado.

El GED examina conocimientos básicos en escritura, lectura, matemáticas, estudios sociales y ciencia. Este examen se puede tomar tanto en inglés como en español. Los estudiantes que no pueden obtener su diploma de secundaria porque no saben bastante inglés para pasar el examen de proficiencia, pueden pasar el GED en español.

Activity two: So You Want to take the GED. Explain where and how to take the GED test in your area. Give parents a summary of test content from Handout 6: What Do the GED Tests Measure? . Explain that adult education classes exist to help people prepare for the test and give appropriate local phone number and addresses.

HANDOUT 6: BILINGUAL

WHAT DO THE GED TESTS MEASURE? ¿QUE MIDE EL EXAMEN GED?

The Tests of General Educational Development (GED Tests) consist of five multiple-choice tests which measure achievement in subject areas generally associated with a high school program of study. To pass the test, examinees have to complete the five tests and earn scores as high as those of at least 25% of the recent high school graduates. The five tests, and their relative content emphases, are:

1. WRITING SKILLS: Usage (30%); Diction & Style (15%); Sentence Structure (15%); Logic & Organizational (15%); Spelling (12.5%); Punctuation & Capitalization (12.5%)
2. SOCIAL STUDIES: U.S. History (25%); Economics (20%); Political Science (20%); Behavioral Science (20%); Geography (15%)
3. SCIENCE: Biology (50%); Earth Science (20%); Chemistry (15%); Physics (15%)
4. READING SKILLS: General Reading (30%); Prose Literature (30%); Practical Reading (15%); Poetry (12.5%); Drama (12.5%)
5. MATHEMATICS: Arithmetic (55%); Algebra (25%); Geometry (20%)

Los Exámenes de Desarrollo de Educación General (GED) consisten de cinco exámenes que miden los conocimientos en materials que están generalmente asociadas con un programa de estudio de la secundaria. Para pasar el examen, los examinados deben completar los cinco exámenes y recibir calificaciones tan altas como las de por lo menos 25% de los estudiantes de secundaria que se han graduado recientemente. Los cinco exámenes y su contenido se basan en:

1. HABILIDAD EN ESCRITURA: Uso (30%); Dicción y Estilo (15%); Estructura de la Oraciones (15%); Lógica y Organización (15%); Ortografía (12.5%); Puntuación y Uso de Mayúsculas (12.5%).
2. ESTUDIOS SOCIALES: Historia de los E.U.A. (25%); Economía (20%); Ciencia Política (20%) Principios de Psicología y Sociología (20%); Geografía (15%).
3. CIENCIA: Biología (50%); Ciencia de la Tierra (20%); Química (15%); Física (15%).
4. HABILIDAD EN LA LECTURA: Lectura General (30%); Literatura en Prosa (30%); Lectura Práctica (15%); Poesía (12.5%); Drama (12.5%).
5. MATEMATICAS: Aritmética (55%); Algebra (25%); Geometría (20%).

From Examiner's Manual, GED, 1984.

SECTION THREE:
HAVE YOU THOUGHT ABOUT COLLEGE?

Goal: It has been predicted that before the end of the century, more than half the population of California will be Hispanics. For a number of reasons, the participation of Hispanics in higher education has been much lower than it should be given the population figures. For example, in 1983 only 4.9% of Hispanic high school students had taken the courses required for entrance into the University of California system. It is clear that many Chicano and Latino youth do not consider college when in fact they should. Students and their parents do not have accurate information about college, and they have exaggerated ideas of the cost and difficulty of getting into college. Many students also lack models in the sense of parents or other family members who have themselves graduated from college.

The decision to go to college correlates more highly to income level than to grades or intelligence or any other factor. Many students rule college out because of economic considerations. Hispanic students, whose families on the average have a lower income than the general population, may be eager to become self-supporting and to help their families. It is important for students to consider the long-range benefits of college or additional training on their life-long earning power and to realize that there are funds available both for college and vocational training. The specific goal of these materials is to encourage parents to consider college and to start planning for college for their children, if this seems appropriate.

Objectives:

1. Parents will consider college as an option for their children. If they have never considered college before, they will examine some of the common myths that prevent them from seeing college as an option.

2. Parents will discuss benefits of a college education.

3. Parents will be able to differentiate between the different types of colleges, specifically community college, state colleges, University of California, and private schools.

4. Parents will be provided with a list of course requirements for students to qualify for admission to the California State and University of California system.

5. Parents will discuss the purpose of financial aid and its relationship to their children.

6. Parents will receive information on the major sources of financial aid available and basic information about applying for it.

7. Parents will review a copy of the Student Aid Application for California. They can begin to work on the application in the workshop session and take it home to complete. (Optional)

8. Parents will review the tasks that must be done by students and parents in connection with applying for college and financial aid. They will mark the tasks that they are responsible for on a calendar.

Topic One: Who Should Go to College?

Objectives:

1. Parents will consider college as an option for their children. If they have never considered college before, they will examine some of the common myths that prevent them from seeing college as an option.

2. Parents will discuss benefits of a college education.

Materials: A College Education: What Do You Think? (Handout 7)

Time: 1 hour

Activities:

Activity one: A college education: What do you think? Have parents complete Handout 7: A College Education: What Do You Think? in whatever language they are most comfortable. This activity can also be done without the handout, if the presenter reads each item and asks for comments and discussion. Discuss answers, making sure to provide facts and information when appropriate. See sample discussion below.

SAMPLE DISCUSSION (ENGLISH)

1. More rich people go to college than poor people, but education is for everyone. There are many ways to pay for college, including grants, scholarships, and part-time jobs. The U.S. government wants to insure that everyone has an equal oportunity to get an education, so financial aid programs exist to help low-income students go to college. Financial aid exists for all colleges — from community colleges, which are relatively cheap, to the most expensive private schools.

2. You do not have to be brilliant to go to college. Many students of average intelligence complete college programs and even get advanced degrees. It's more important to be persistent and hard working, to have a goal and to go after it.

3. Financial aid is available to all students. Scholarships are awarded to students who do very well academically, but students who do average work can qualify for grants and loans, as long as they pass their courses.

4. Many colleges have Spanish-speaking teachers and counselors. Colleges are interested in recruiting more Hispanics because so few Hispanics go to college. Many colleges have special offices and programs to help low-income and minority students. One offices is the Educational Opportunity Program or EOP, which

exists in all California's public colleges. The program provides tutoring, assistance with admission procedures, and counseling. Sometimes there are other activities, such as special classes and summer programs.

Many colleges also have a program called Student Affirmative Action to recruit and admit members of minority groups such as Hispanics. Therefore, students should identify themselves as Hispanic on admission applications. Through these programs, promising students are sometimes admitted without all of the requirements if their chance of academic success is good.

5. A college education is equally important for women and men. Today most women work, even if they get married and have children. Only one woman in ten will never work outside her home. Women work an average of 28 years, so it is worth preparing for a well-paying and interesting career.

6. Students do not have to know exactly what they want before they start college. A lot of general requirements must be completed by everyone in the first two years of college. Also students attending college will be exposed to a lot of new possibilities and interests.

7. Grades are considered in college admission, but so are other things like interests and all around achievements. Even if students do not meet the grade requirements, they may be admitted through student affirmative action if they belong to a minority group.

8. Women with degrees in fields like engineering are in high demand.

9. Teachers and counselors can give students information, but the final decision must be made by the student.

10. In general, college graduates earn more money than non-college graduates, but there are many exceptions. A college degree does not guarantee a job or a certain income level, but it greatly increases a young person's choice of occupation.

SAMPLE DISCUSSION (SPANISH)

1. Va más gente rica al colegio que gente probre, pero la educación es para todos. Hay varias maneras de pagar una educatión universitaria, incluyendo donaciones, (grants), becas y trabajos de medio tiempo. El gobierno de los Estados Unidos quiere asegurar que cada persona tenga la misma oportunidad para obtener una educación; por eso existe ayuda financiera en todos los colegios, desde los colegios de la comunidad que son

relativamente más económicos, hasta las escuelas particulares más caras.

2. No es necesario ser inteligentísimo para ir al colegio. Muchos estudiantes de inteligencia normal completan su colegio y obtienen calificaciones altas. Lo más importante es ser persistente y trabajar duro, tener una meta y perseguirla.

3. La ayuda financiera es para todos los estudiantes. Las becas se dan a los estudiantes que sobresalen académicamente, pero los estudiantes que hacen un trabajo común y corriente pueden calificar para donaciones (grants) y préstamos, siempre y cuando pasen sus cursos.

4. Muchos colegios tienen profesores y consejeros de habla hispana. Los colegios están interesandos en reclutar más hispanos porque muy pocos de ellos van al colegio. Algunos colegios tienen oficinas y programs especiales para ayudar a estudiantes minoritarios y de bajos ingresos. Uno de ellos es el Programa de Oportunidad en Educación - Educational Opportunity Program (EOP), que existe en todos los colegios públicos de California. Este programa ofrece tutores, ayuda en los procedimientos de admisión y orientación. Algunas veces tienen otras actividades como clases especiales y programas de verano.

Muchos colegios también tienen un programa llamado "Student Affirmative Action" que recluta y admite miembros de los grupos minoritarios como los hispanos. Por lo mismo, los estudiantes deben de identificarse como hispanos en las solicitudes de admisión. Por medio de estos programs los estudiantes que parecen prometedores, son admitidos aunque no llenen todos los requisitos.

5. Una educación universitaria es tan importante para un hombre como para una mujer. Hoy en día la mayoría de las mujeres trabaja, aunque esté casada y tenga hijos. Sólo una una mujer de cada diez nunca trabajará fuera de su casa. La mujer trabaja un promedio de 28 años, así que vale la pena prepararse para una carrera interesante y bien pagada.

6. Los estudiantes no necesitan saber exactamente qué es lo que quieren antes de empezar el colegio. Gran parte de los requisitos generales, deben de completarse por todos los estudiantes durante los dos primeros años del colegio. Además, los estudiantes que asisten al colegio estarán expuestos a muchas posibilidades e intereses nuevos.

7. Las calificaciones se toman en cuenta para la admisión al colegio, pero también cuentan otras cosas como intereses y

logros. A pesar de no llenar los requisitos de grados académicos, los estudiantes pudieran ser admitidos a la escuela por medio de un programa de acción afirmativa, si pertenecen a un grupo minoritario.

8. Las mujeres graduadas en campos como el de ingeniería tienen gran demanda.

9. Los profesores y los consejeros pueden dar información al estudiante, pero la decisión final debe ser hecha por el estudiante.

10. En general, los graduados del colegio ganan más dinero que los que no se gradúan, sin embargo, existen algunas excepciones. Un título universitario no garantiza un trabajo o cierto nivel de ingresos, pero sí aumenta grandemente la elección de ocupación.

HANDOUT 7: ENGLISH

A COLLEGE EDUCATION: WHAT DO YOU THINK?

Answer each of these statements with a "T" for true or a "F" for false. With your group and workshop leader, discuss why you think the statements are either true or false. Give some examples from your own experience.

_____ 1. Only rich people can send their children to college.

_____ 2. Only brilliant students can go to college

_____ 3. Only brilliant students can get scholarships.

_____ 4. There are Spanish-speaking teachers and counselors in colleges and universities who can help my child plan a college program.

_____ 5. Only boys should go to college.

_____ 6. My child has to know exactly what school program or career s/he wants before s/he starts college.

_____ 7. High school students must get all "A" grades in order to enter college or university.

_____ 8. Companies don't hire women engineers.

_____ 9. Teachers and counselors know definitely what the best career is for my child.

_____ 10. College graduates always earn more money than people who do not go to college.

HANDOUT 7: SPANISH

UNA EDUCACION UNIVERSITARIA: ¿QUE PIENSAS?

Contesta cada una de estas declaraciones con una "V" para verdadera o una "F" para falsa. Con tu grupo y con el dirigente del taller, trata del porqué piensas que las declaraciones son verdaderas o falsas. De ejemplos de su propia experiencia.

_____ 1. Sólo los ricos pueden mandar a sus hijos al colegio.

_____ 2. Sólo los estudiantes talentosos pueden ir al colegio.

_____ 3. Sólo los estudiantes talentosos pueden obtener becas.

_____ 4. En los colegios y universidades hay profesores y consejeros de habla hispana que pueden ayudarle a mi hijo/a a planear un programa universitario.

_____ 5. Sólo los hombres deberían de ir a la universidad.

_____ 6. Mi hijo/a tiene que saber exactamente qué programa escolástico o carrera le interesa antes de empezar el colegio.

_____ 7. Los estudiantes de secundaria tienen que obtener sólo calificaciones de "A" para poder entrar al colegio o universidad.

_____ 8. Las compañías no le dan trabajo a mujeres que han estudiado ingeniería.

_____ 9. Los maestros y consejeros saben definitivamente cual es la mejor carrera para mi hijo/a.

_____ 10. Los graduados universitarios siempre ganan más dinero que los que no van al colegio.

Activity two: Benefits of a college education. With parents, list the benefits of a college education. Use your own experience, parent contributions, or the sample discussion below. Make the point that college may not be right for everyone, but that it should should at least be considered as an alternative. See sample discussion below.

SAMPLE DISCUSSION (ENGLISH)

1. A college education prepares students for jobs in the professions such as teacher, lawyer, scientist, accountant—jobs which would otherwise be closed to them. Many, but not all, of these jobs pay higher than jobs open to non-college educated youth.

2. People who have limited skills have less choice over the work they do. With college preparation, a person can choose what field to study and work in.

3. The people who are making decisions for society as a whole are the ones with skills and education. It is important for Hispanics to contribute to society in this way and, it is important for our society to have contributions from all groups. At the moment, there are fewer Hispanics with a college degree in comparison with the total number of Hispanics in the state. It is important for all of us to have a better educated population.

SAMPLE DISCUSSION (SPANISH)

1. Una educación universitaria prepara a los estudiantes para trabajos en profesiones tales como profesores, abogados, científicos, contadores, trabajos que de otro modo les estarían cerrados. Muchos, aunque no todos, de estos trabajos pagan más que los trabajos al alcance de personas sin educación universitaria.

2. La gente con habilidades limitadas tienen menos de donde escoger en el trabajo que haga. Con preparación universitaria, una persona puede escoger un campo de estudio y trabajar en él.

3. La gente que está haciendo las decisiones importantes en la sociedad, es la gente que tiene educación. Es importante que los hispanos contribuyan a la sociedad de esta manera, y es importante para nuestra sociedad que todos los grupos participen en ella. Hasta ahora hay muy pocos hispanos que tengan títulos universitarios en comparación con el total de hispanos en el estado. Es importante para todos nosotros tener una población mejor educada.

Topic two: Choosing a College and Meeting the Requirements

Objectives:

1. Parents will be able to differentiate between the different types of colleges, specifically community college, state colleges, University of California, and private schools.

2. Parents will be provided with a list of course requirements for students to qualify for admission to the University of California system.

Materials: Handout 8: Recommended University and College Course Sequence.

Time: 1 hour

Activities:

Activity one: Four Types of Colleges. Compare and contrast the four basic choices open to students: community colleges, state colleges, University of California and private schools. Information on each type of school is summarized on the pages that follow.

type of training:	COMMUNITY COLLEGE
sample jobs that you could prepare for:	Hundreds of different jobs including cosmetology, computer technician, health technician, heating and refrigeration, audio-visual technician, teacher aide, bookkeeper, labor relations specialist. Programs and majors vary from school to school. Can transfer to a four year school and prepare for jobs that require a four year degree.
entry requirements	Be 18 years of age and have lived in California for one year. (People from other states pay higher fees.)
cost:	$50 for tuition per semester, plus books and supplies. EOPS program will help low-income students.
length of training:	One year for a certificate program (job training). Two years for an Associate of Arts degree (academic requirements and job training or transfer requirements.) May take additional time if remedial course work is required.
advantages:	Local and low cost. Option to transfer to a four year college. There are classes in basic skills for the student who is not well-prepared academically.
disadvantages:	Many students who plan to transfer never do. Some job training programs take longer than similar programs in private vocational schools or in other community training programs.
when to apply:	Dates vary. Contact your local college admission office.
how to get more information:	Call your local community college. Ask for the admissions office or the office of the program you are interested in. The EOPS office can also be helpful.

type of training:	FOUR YEAR COLLEGES : STATE UNIVERSITIES
sample jobs that you could prepare for:	Teacher, architect, social worker, engineer, chemist, nurse, journalist. Many professions require 1 to 5 years of additional training after the 4-year degree.
entry requirements:	Grade point average of 3.2 (2.0 is acceptable if your test scores are high). Four years of English, two years of math including algebra and geometry. Students without these requirements can sometimes be admitted through the Student Affirmative Action office.
cost:	About $700 a year in fees, plus books and living expenses.
length of training:	Four years for the bachelor's degree, but many professions require graduate work for another 1 to 6 years.
advantages:	State colleges are the easiest of the four year schools to get into and the least expensive. Campuses are located all over the state, so it is often possible to live at home. The schools are large and offer a wide variety of courses.
disadvantages:	Classes may be large and students may not get a lot of individual attention.
when to apply:	Applications are accepted in November for the following fall. Students can also enroll through the beginning of the semester.
how to get more information:	Talk to your high school counselor.

type of training:	FOUR YEAR COLLEGES : UNIVERSITY OF CALIFORNIA
sample jobs that you could prepare for:	Teacher, architect, social worker, lawyer engineer, chemist, astronomer, doctor, nurse, journalist. Many professions require 1 to 5 years of training after the 4-year degree.
entry requirements:	Grade point average of 3.3 (2.78 if test scores are high). Two years of science, 3 years of math, 2 years of foreign language, 4 years of English. Students without these requirements can sometimes be admitted through the Student Affirmative Action Office.
cost:	About $930 per year in fees plus books and living expenses.
length of training:	Four years for the bachelor's degree, but many professions require graduate work for another 1 to 6 years.
advantages:	The University of California is a public university with very high standards. It has a good reputation in many areas.
disadvantages:	Many of the campuses are large and may not give students individual attention.
when to apply	Applications are accepted between November 1 and 30 for the following fall. Applications after November are accepted only if there is space available.
how to get more information:	Talk to your high school counselor.

type of training:	FOUR YEAR COLLEGES : PRIVATE SCHOOLS
sample jobs that you could prepare for:	Teacher, architect, social worker, lawyer engineer, chemist, astronomer, doctor, nurse, journalist. Many professions require 1 to 5 years of additional training.
entry requirements:	Entry requirements vary according to the school. Similar to the University of California requirements.
cost:	Since private schools are supported largely by tuition, costs are high. Tuition ranges from $4,000 to $10,000 a year.
length of training:	Four years for the bachelor's degree, but many professions require graduate work for another 1 to 6 years.
advantages:	Private schools often offer smaller classes than public schools, so students get more individual attention. The quality of most private schools is very good. Even though the school is more expensive, it may be easier to get financial aid because the school is smaller.
disadvantages:	High cost and difficulty in being admitted are the main disadvantages.
when to apply:	Schools usually begin accepting applications in November for the following year. Talk to the school for exact dates.
how to get more information:	Talk to your high school counselor.

Tipo de entrenamiento	COLEGIO DE LA COMUNIDAD (dos años de universidad)
Algunos trabajos para los que puedes prepararte	Cientos de trabajos diferentes, incluyendo cosmetología, técnico de computadoras, técnicos de salud, refrigeración, calefacción, técnico audio-visual, asistente de maestro, contabilidad, especialista de relaciones laborales. Los programas y especializaciones varían de escuela a escuela. Puede transferirse a una escuela de cuatro años y prepararse para cualquiera de esos trabajos.
Requisitos de admisión	Tener 18 años y haber vivido en California por un año. (Personas de otros estados pagan cuotas más altas).
Costo	$50 de cuotas por semestre, más libros. Los programas EOP ayudarán a estudiantes de bajos ingresos.
Período de entrenamiento	1 año para un programa de certificado (entrenamiento de trabajo). 2 años para un diploma de Asociado de Artes (requisitos académicos y entrenamiento de trabajo o requisitos para transferirse). Puede tomar más tiempo si se requieren cursos para remediar.
Ventajas	Local y bajo costo. La opción de transferirse al colegio de cuatro años. Hay clases en habilidades básicas para el estudiante que no está bien preparado académicamente.
Desventajas	Muchos estudiantes que piensan transferirse nunca lo hacen. Algunos programas de entrenamiento duran más que programas similares en escuelas vocacionales particulares o en otros programas de entrenamiento de la comunidad.
Cuándo hacer una solicitud	Las fechas varían. Comunícante con la oficina local de admisión al colegio.
Cómo obtener más información	Llama al Colegio de Comunidad. Pregunta por la oficina de admisiones o la oficina del programa que te interesa. La oficina de EOP también te puede ayudar.

Tipo de entrenamiento	COLEGIOS DE CUATRO AÑOS: COLEGIOS ESTATALES
Algunos trabajos para los que puedes prepararte	Maestro, arquitecto, trabajador social, abogado, ingeniero, químico, astrónomo, médico, enfermero, periodista. Muchas profesiones requieren de 1 a 5 años de entrenamiento adicional después del título de 4 años.
Requisitos de admisión	Promedio de calificaciones de 3.2 (2.0 es aceptable si los resultados de tus pruebas son altos). Cuatro años de inglés, 2 años de matemáticas incluyendo algebra y geometría. Algunas veces se pueden admitir estudiantes sin estos requisitos por medio de la oficinia Estudiantil de Acción Afirmativa.
Costo	Como $700 al año en cuotas, más libros y gastos de subsistencia.
Período de entrenamiento	Cuatro años para la licenciatura, pero muchas profesiónes requieren estudios de graduado de 1 a 6 años.
Ventajas	Es más fácil y menos caro entrar en un colegio estatal. Los colegios se encuentran a través del estado, de modo que es muy posible vivir en casa. Las facultades son grandes y se ofrece una gran variedad de cursos.
Desventajas	Las clases pueden ser grandes y es posible que los estudiantes no reciban mucha atención individual.
Cuándo hacer una solicitud	Las solicitudes se aceptan en noviembre para el otoño próximo. Los estudiantes también pueden ingresar durante el principio del semestre.
Cómo obtener más información	Habla con tu consejero de la secundaria.

Tipo de entrenamiento	COLEGIOS DE CUATRO AÑOS: UNIVERSIDAD DE CALIFORNIA
Algunos trabajos para los que puedes prepararte	Maestro, arquitecto, trabajador social, abojado, ingeniero, químico, astrónomo, doctor, enfermero, perodista. Muchas profesiones requieren de 1 a 5 años de entrenamiento adicional después del título de 4 años.
Requisitos de admisión	Promedio de calificaciones de 3.3 (2.78 si los resultados de los pruebas son altos). Dos años de ciencia, 3 años de matemáticas, dos años de un idioma extranjero, 4 años de inglés. Algunas veces se pueden admitir estudiantes sin estos requisitos por medio de la oficina Estudiantil de Acción Afirmativa.
Costo	Como $930 por año en cuotas más libros y gastos de subsistencia.
Período de entrenamiento	Cuatro años para la licenciatura, pero muchas profesiones requieren estudios de graduado de 1 a 6 años.
Ventajas	La Universidad de California es una universidad pública con normas muy altas. Tiene una buena reputación en muchas áreas.
Desventajas	Muchos de los planteles son grandes y puede que los estudiantes no reciban atención individual.
Cuándo hacer una solicitud	Se aceptan solicitudes entre el 1 y 30 de noviembre para el otoño próximo. Se aceptan solicitudes después de noviembre sólo si hay lugares disponibles.
Cómo obtener más información	Habla con tu consejero de secundaria.

Tipo de entrenamiento	COLEGIOS DE CUATRO AÑOS: ESCUELAS PARTICULARES
Algunos trabajos para los que puedes prepararte	Maestro, arquitecto, trabajador social, abogado, ingeniero, químico, astrónomo, médico, enfermero, periodista. Muchas profesiones requieren de 1 a 5 años de entrenamiento adicional después del título de 4 años.
Requisitos de admisión	Los requisitos de ingreso varían según la escuela. Los requisitos son similares a los de la Universidad de California.
Costo	El costo es alto, ya que las escuelas particulares se sostienen con cuotas y donaciones. Las cuotas varían de $4,000 a $10,000 por año.
Período de entrenamiento	Cuatro años para la licenciatura, pero muchas profesiones requieren estudios de graduado de 1 a 6 años.
Ventajas	Las escuelas particulares por lo general ofrecen clases más pequeñas que las escuelas públicas, de manera que los estudiantes reciben más atención individual. La calidad de la mayoría de las escuelas particulares es muy buena. Aún cuando la escuela es más cara, puede ser más fácil obtener ayuda financiera debido a que la escuela es más pequeña.
Desventajas	El alto costo y la dificultad para ser admitido, son las desventajas principales.
Cuándo hacer una solicitud	Las escuelas por lo general empiezan a aceptar solicitudes en noviembre para el año próximo. Habla a la escuela para fechas exactas.
Cómo obtener más información	Habla con tu consejero de la secundaria.

Activity two: Courses Required for Four Year Schools. Pass out Handout 8 : Recommended University and College Course Sequence and discuss briefly.

SAMPLE DISCUSSION (ENGLISH)

- It is better to take the most difficult program because this keeps a student's choices open.

- It a student does not take college prep courses and then decides to go to a four year school, a lot of extra time and work are required. The student will have to go to a two year school first.

- These difficult courses are also required by many technical and apprenticeship programs.

SAMPLE DISCUSSION (SPANISH)

- Es mejor tomar el programa más difícil porque así se deja abierta la decisión del estudiante.

- Si un estudiante no toma cursos de preparación para el colegio y decide ir a una universidad de 4 años, va a requerir mucho tiempo extra y mucho esfuerzo. El estudiante tendrá que asistir primero a una escuela de 2 años.

- Estos cursos de preparación para el colegio también son requeridos por muchos programas técnicos y de aprendizaje.

HANDOUT 8: ENGLISH

RECOMMENDED UNIVERSITY AND COLLEGE COURSE SEQUENCE

SUBJECT	UNIVERSITY	STATE COLLEGE
ENGLISH	FOUR YEARS	FOUR YEARS
MATHEMATICS	THREE YEARS ALGEBRA I ALGEBRA II GEOMETRY	TWO YEARS ALGEGBA I ALGEBRA II
SOCIAL STUDIES	RECOMMEND THREE YEARS WORLD HISTORY CULTURES & GEOGRAPHY U.S. HISTORY U.S. GOVERNMENT ECONOMICS	RECOMMEND SAME AS UNIVERSITY
LABORATORY SCIENCE GRADES 10-12	AT LEAST TWO YEARS OF COURSES FROM THE FOLLOWING LIST: BIOLOGY CHEMISTRY, ANATOMY, PHYSIOLOGY, PHYSICS	RECOMMEND SAME AS UNIVERSITY
FOREIGN LANGUAGE	TWO YEARS (IN THE SAME LANGUAGE) RECOMMENDED THREE YEARS	RECOMMEND SAME AS UNIVERSITY
FOUR UNITS OF ELECTIVES	TAKEN FROM ANY TWO REQUIRED AREAS ABOVE OR FINE ARTS	
EDUCATIONAL CODE REQUIREMENTS	PHYSICAL EDUCATION - TWO YEARS	
ELIGIBILITY INDEX	A COMBINATION OF SCORE ON THE SAT TEST AND GRADE POINT AVERAGE. THIS VARIES ACCORDING TO THE SCHOOL AND THE YEAR.	

HANDOUT 8: SPANISH

SECUENCIA DE CURSOS RECOMENDADOS PARA LA UNIVERSIDAD Y EL COLEGIO

MATERIA	UNIVERSIDAD	COLEGIO DEL ESTADO
INGLES	CUATRO AÑOS	CUATRO AÑOS
MATEMATICAS	TRES AÑOS ALGEBRA I ALBEBRA II GEOMETRIA	DOS AÑOS ALGEGRA I ALBEGRA II
CIENCIAS SOCIALES	SE RECOMIENDAN TRES AÑOS HISTORIA UNIVERSAL CULTURAS Y GEOGRAFIA HISTORIA DE LOS E.U.A. GOBIERNO DE E.U.A. ECONOMIA	SE RECOMIENDA LO MISMO QUE LA UNIVERSIDAD
CIENCIA DE LABORATORIO	POR LO MENOS DOS AÑOS DE CURSOS DE LA LISTA SIGUIENTE: BIOLOGIA QUIMICA ANATOMIA FISIOLOGIA FISICA	SE RECOMIENDA LO MISMO QUE LA UNIVERSIDAD
LENGUAS EXTRANJERAS	DOS AÑOS (EN LA MISMA LENGUA) SE RECOMIENDAN TRES AÑOS	SE RECOMIENDA LO MISMO QUE LA UNIVERSIDAD
CUATRO UNIDADES DE ELECTIVAS	TOMADAS DE CUALQUIERA DE LAS AREAS ARRIBA MENCIONADAS O BELLAS ARTES	
REQUISITOS EDUCATIVOS	EDUCACION FISICA	DOS AÑOS
INDICE DE ELIGIBILIDAD	UNA COMBINACION DEL RESULTADO DEL EXAMEN SAT Y PROMEDIO DE CALIFICACIONES. ESTO VARIA DE ACUERDO CON LA ESCUELA Y EL AÑO.	

Activity three: Choosing a College. Invite recruiters or former students from several colleges to speak to parents and students. At a minimum, there should be a representative from the local community college, the closest state college and the closest University of California campus. Have brochures, catelogs, and recruiting materials available for each college. Each representative can make a brief presentation stressing the advantages of the campus represented. Allow parents and students time to ask questions.

Topic three: Financial Aid

Objectives:

1. Parents will discuss the purpose of financial aid and its relationship to their children.

2. Parents will receive information on the major sources of financial aid available and basic information about applying for it.

3. Parents will review a copy of the Student Aid Application for California. They can begin to work on the application in the workshop session and take it home to complete. (Optional)

Materials: Handout 9: Paying for School: What Do You Think? Sample List of Scholarships.

If your school does not have student aid applications and information booklets available in English and Spanish, you can write for them at these addresses:

1. Obtain the The Student Guide: Five Federal Financial Aid Programs from Federal Student Aid Programs, Department DEA-85, Pueblo, CO 81009.

2. Obtain informational booklets in English or Spanish on California State programs from California Student Aid Commission, State of California, 1410 Fifth Street, Sacramento, CA 95814.

Time: 1 to 2 hours

Activities:

Activity one: Financial Aid Myths and Truths. Have parents complete Handout 9 : Paying for School: What do you think? The handout may be done in either language or it may be read by workshop leader for oral reaction and discussion.

Answers : 1. False, 2. False, 3. True, 4. True, 5. False, 6. True 7. True, but application must be made the same as all forms of financial aid, 8. False, 9. True, 10. True.

Activity two: Overview of Financial Aid. Summarize the types of financial aid. Pass out Handout 10: Sources of Financial Aid or use as discussion aid.

HANDOUT 9: ENGLISH

PAYING FOR SCHOOL: WHAT DO YOU THINK?

For each statement below, give your opinion by marking a "T" for true or an "F" for false. Discuss your opinions with the group. Explain why you believe the statements are true or false. Gove examples from your own experiences.

_____ 1. Only the most intelligent students get financial aid.

_____ 2. The only source of money for school is a scholarship.

_____ 3. There are thousands of Spanish-speaking college students.

_____ 4. Financial aid is available for college, university, private schools, and vocational schools.

_____ 5. My child has to go to a local school because financial aid doesn't cover living costs away from home.

_____ 6. Economic Opportunity Programs at public colleges and universities will help my child apply for financial aid.

_____ 7. Students can work on college campuses to help pay for school.

_____ 8. I don't have to help fill out the financial aid forms.

_____ 9. Students do not have to pay back money they receive from Pell Grants.

_____ 10. Students have to pay back money they receive on loan from banks.

PAGAR POR LOS ESTUDIOS: ¿QUE PIENSAS?

Para cada declaración que sigue, da tu opinión marcando una "V" para verdadera o une "F" para falsa. Trata tus opiniones con el grupo. Explica por qué crees que las declaraciones son verdaderas o falsas. Da ejemplos de tu propia experiencia.

_____ 1. Sólo los estudiantes más inteligentes reciben ayuda financiera.

_____ 2. La única fuente de dinero para la escuela son las becas.

_____ 3. Hay miles de estudiantes universitarios de habla hispana.

_____ 4. Hay ayuda financiera disponible para colegios, universidades, escuelas privadas, y escuelas vocacionales.

_____ 5. Mi hijo/a tiene que asistir a una escuela local porque la ayuda financiera no cubre los gastos de subsistencia fuera del hogar.

_____ 6. Los Programas de Oportunidad Económica en los colegios y universidades públicas le ayudarían al estudiante a hacer una solicitud para ayuda financiera.

_____ 7. Los estudiantes pueden trabajar en los planteles universitarios para ayudarse a pagar sus estudios.

_____ 8. No tengo que ayudar a completar los formularios para ayuda financiera.

_____ 9. Los estudiantes no tienen que reembolsar el dinero que reciben en préstamo de los bancos.

_____ 10. Los estudiantes tienen que reembolsar el dinero que los bancos les presten.

HANDOUT 10: ENGLISH

SOURCES OF FINANCIAL AID

Federal Sources of Financial Aid

Pell Grants. This is the biggest source of aid and it is available to all who qualify. Students must meet economic requirements and be accepted in a college program. Grants, which do not have to be repaid, are between $200 and $1800.

Supplemental Educational Opportunity Grant (SEOG). The SEOG is designed to help students who already have some financial aid but not enough to cover college costs. Grants, which do not have to be repaid, vary between $200 and $2000.

College Work-Study. Students who are awarded money from this fund are given an on-campus job for so many hours per month. They are paid, like any job, for the hours worked.

National Direct Student Loans. The government makes a low interest loan which must be paid back after graduation. Maximun loans are $2500.

Guaranteed Student Loans. These loans are also low-interest and must be paid back. They are made by private financial institutions for a maximum of $2500.

State Sources of Financial Aid

These grants are all awarded on the basis of need. None have to be paid back.

Cal Grant A. This grant is available to students enrolled in 4 year colleges. Awards are based on need and on grade point average. Grants, which do not have to be paid back, vary according to the expense of the school: between $600 to $3400 for a private school, between $300 and $900 for the University of California, and about $277 for a state college or university.

Cal Grant B. This grant is specifically to help low-income students. Half of the money is set aside for community college students. Awards for living expenses are between $500 and 1000. Awards for school expenses are about $277 for public schools and $3200 for private schools.

Cal Grant C. This grant can be used by students in vocational programs, in community colleges and independent vocational schools. The grant, which does not have to be paid back, can be up to $2000 for school expenses and $500 for related expenses.

Bilingual Teacher Grant. This is only available to students who plan to be bilingual teachers and are enrolled in an accredited teacher preparation program.

Cal Grant 164. (EOPS) This is available to students who are accepted through community college Educational Opportunity Programs. Grants, which do not have to be repaid, are up to $1700.

Scholarships

Scholarships are awards of money like grants that do not have to be paid back. They are usually awarded on merit or scholarship. Some scholarships require that you have a certain major or that you belong to a particular group. Scholarships are too numerous to mention. Ask your counseling office for help. The sample list of scholarships (Handout 11) will give you an idea of some scholarships that are available. Rules for applying vary. The more scholarships you apply fork the better chance you have of getting something.

SUMMARY

Financial aid comes in many forms: grants, scholarships, loans, and so on. It is important to apply for many sources of aid.

Parents must help their students fill out the forms. Students cannot get aid without their parents' cooperation.

Dates are very important. Applications must be turned in on or befor the date required by the school.

There are three main types of financial aid applications. One application covers sources of state funds and another application covers sources of federal funds. Scholarships from other organizations require separate applications.

Financial aid can also be requested by students who will attend private, technical or business schools.

The amount of aid a student receives depends on family income, living expenses, and educational expenses.

There is a limited amount of aid available, so applying on time is very important.

FUENTES FEDERALES DE AYUDA FINANCIERA

Becas "Pell". Esta es la fuente principal de ayuda y está disponible a todos los que califiquen. Los estudiantes deben de cumplir requisitos económicos y ser aceptados en un programa universitario. Las subvenciones, que no tienen que ser reembolsadas, son de $200 a $1,800.

Subvenciones Suplementales de Oportunidad. Educacional (Supplemental Educational Opportunity Grant, SEOG). La SEOG está diseñada para ayudar a los estudiantes que ya tienen alguna ayuda pero no la suficiente para cubrir los gastos del colegio. Las subvenciones que no tienen que ser reembolsadas, varían entre $200 y $2,000.

Trabajo-Estudio Universitario. (Work Study.) A los estudiantes que reciben dinero de este fondo se les da un trabajo en la universidad por tantas horas por mes. Se les paga, como en cualquier otro trabajo, por las horas que trabajan.

Préstamos Nacionales Directos a Estudiantes. (National Direct Student Loans). El gobierno hace un préstamo a bajo interés que debe reembolsarse después de la graduación. El préstamo máximo es de $2,500.

Préstamos Estudiantiles Garantizados. Estos préstamos también son a bajo interés y deben de reembolsarse. Los hacen las instituciones financieras privadas por un máximo de $2,500.

FUENTES ESTATALES DE AYUDA FINANCIERA

Estas subvenciones se ganan a base de necesidad.

Cal Grant A. Esta subvención está disponible para estudiantes inscritos en colegios de 4 años. Los premios se basan en la necesidad y el promedio de las calificaciones. Las subvenciones que no tienen que ser reembolsadas, varían según los gastos de la escuela: entre $600 y $3,400 para una escuela privada, entre $300 y $900 para la Universidad de California, y como $277 para un colegio o universidad estatal.

Cal Grant B. Esta subvención específicamente ayuda a estudiantes de bajos ingresos. La mitad del dinero se reserva para estudiantes de colegios de la comunidad. Los premios para gastos de subsistencia son de $500 a $1,000. Los premios para gastos escolares son de $277 para escuelas públicas y de $3,200 para escuelas privadas.

Cal Grant C. Esta subvención puede usarse para estudiantes en programas vocacionales en colegios de la comunidad y escuelas vocacionales independientes. La subvención que no tiene que reembolsarse puede ser hasta de $2,000 para gastos escolares y de $500 para gastos relacionados.

Subvención para Maestros Bilingües. Disponible sólo para estudiantes que piensan ser maestros bilingües y han ingresado a un programa acreditado de preparación de maestros.

Cal Grant 164 (EOPS). Disponible para estudiantes admitidos a través de los Programas de Oportunidad Educacional de los colegios de la comunidad. Las subvenciones que no tienen que ser reembolsadas, son hasta de $1,700.

BECAS

Las becas son como las subvenciones que no tienen que reembolsarse. Generalmente se obtienen por mérito o erudición. Algunas becas requieren que se tenga una cierta especialización o que se pertenezca a algún grupo en particular. Las becas son muy numerosas para mencionarse aquí. Pide ayuda en la oficina de consultas. Las páginas llamada Sample List of Scholarships, te darán una idea de algunas de las becas disponibles. Los reglamentos para hacer solicitudes. Solicita muchas becas para tener más oportunidad de recibir alguna.

SUMARIO

La ayuda financiera consiste en varias formas: Donaciones (grants, becas, préstamos y otras cosas. Es importante solicitar muchas formas de ayuda.

Los padres de familia deben ayudar a sus estudiantes a llenar las formas. Los estudiantes no pueden recibir ayuda sin la cooperación de sus padres. Las fechas son muy importantes. Las solicitudes deben entregarse en o antes de la fecha requerida por la escuela.

Existen tres tipos principales de solicitudes para ayuda financiera: Una solicitud para obtener fondos estatales y otra solicitud para obtener fondos federales. Las solicitudes de otras organizaciones requieren solicitudes separades.

La ayuda financiera también se puede pedir para estudiantes que asistirán a escuelas particulares, técnicas o comerciales.

La cantidad de ayuda que recibe un estudiante depende del ingreso de la familia, costo de vida y gastos de educación.

La ayuda financiera disponible es limitada, por eso es muy importante solicitarla a tiempo.

Activity three: Getting Started on the Application. Pass out applications forms for the Cal Grant in Spanish or English according to parent preference. If they are not available at your school, write to the California Student Aid Commission, State of California, 1410 Fifth Street, Sacramento, CA 95814. Review applications with parents and encourage those who plan to apply to begin work on it immediately. Be available for questions and assistance.

Since parents will probably need to continue at home to consult records and so on, organize a back-up plan should anyone need help. A school staff person can be available for phone consultation or the parents can make appointments if they have further questions. Stress that the information on the form is confidential and need not be shared with anyone. Make the deadlines clear.

Activity four: Scholarships. Discuss scholarships as a way of supplementing a financial aid package. Pass out list of sample scholarships to interested parents and students or make it available for students to come and consult.

SAMPLE DISCUSSION (ENGLISH)

Applying for federal and state aid is the first step, and should be done by everyone applying for assistance. Scholarships can make a nice addition, but a lot of work is required to find out about them and to apply. There are numerous scholarships and the requirements and applications are all different. If you want to research scholarships at this school, come to ____________________ . The more scholarships you apply for the better your chances of receiving one.

SAMPLE DISCUSSION (SPANISH)

El primer paso consiste en solicitar ayuda federal y estatal, y debe hacerse por todos los que soliciten ayuda.

Las becas pueden ser adicionales, pero tiene que hacerse mucho trabajo para saber dónde se ofrecen y solicitarlas. Existen muchas becas y los requisitos y solicitudes son diferentes. Si tú quieres investigar acerca de becas en esta escuela ven a ____________________ . Si solicitas el mayor número de becas, tendrás mayor oportunidad de recibir alguna de ellas.

OPTIONAL ACTIVITIES:

If there is an appropriate local organization that is providing scholarships that students are eligible for, invite a representative from that organization to make a presentation.

HANDOUT 11: ENGLISH

SAMPLE LIST OF SCHOLARSHIPS

(Adapted from University of California, Santa Cruz
Educational Opportunity Program.)

1. **American Legion Education and Scholarship Program**
   P.O. Box 1055
   Indianapolis, Indiana 46206

The annual publication called Need a Lift? is one of the most complete lists available on scholarships, loans, and grants through Federal and state agencies and through national organizations.

2. **American Nuclear Society**
   555 North Kensington Avenue
   La Grange Park, Illinois 60525

Through its Nuclear Engineering Education for the Disadvantaged program, the Society is providing financial support for students and facilities for institutions which train minority students.

3. **Bank of American Foundation**
   Box 37000
   San Francisco, California 94137

Minority Scholarships and Fellowships Program. Funds are provided for fellowships in Business at Stanford University, the University of California at Berkeley, UCLA, and the University of Southern California. Undergraduate scholarships have been provided to Occidental College, the University of San Francisco, the University of Santa Clara, and the University of Southern California.

4. **Bell Telephone Laboratory**
   Engineering Scholarship Program
   Mountain Avenue
   Murray Hill, New Jersey 07974

A program of scholarship support is offered minority students in the field of engineering.

5. **Golden State Minority Foundation**
   1999 W. Adams Boulevard
   Los Angeles, CA 90018

Scholarships are available to minority students for study leading to careers in business administration, life insurance, health, and medical services.

6. League of United Latin American Citizens
400 First Street, N.W., Suite 716
Washington, D.C. 20001

National Scholarship Fund. LULAC awards college scholarships to Hispanic students. Funds are raised by local councils and also received by more than 30 coporations.

National Education Service Centers. Offices in 12 cities provide assistance to Hispanic students and in a recent period 5,400 persons were aided by their help. Services include placement in postsecondary institutions, educational counseling and help in finding financial aid sources. In California write to:

LULAC Service Center
3004 - 16th Street, Suite 208
San Francisco, CA 94110

7. Southern California Gas Company
810 S. Flower Street
Los Angeles, CA 90051

Minority Scholarships. Awards are available for Spanish-speaking students graduating from Los Angeles high schools.

8. Vikki Carr Scholarship Foundation
511 N. San Vicente
Los Angeles, CA 90048

Founded by the popular singer, this program provides scholarships of from $250 to $1,500 to assist qualified Mexican-Americans of limited means to attend colleges and universities of their choice. Applicants must be Californians, between 17 and 22, who also will be evaluated upon the contribution which they have made to the community at large.

9. American Association of Spanish-Speaking Certified Public Accountants
3435 Wilshire Blvd., Suite 912
Los Angeles, CA 90010

10. Mexican-American Business & Professional Scholarship Association
East Los Angeles College
5357 East Brooklyn Avenue
Los Angeles, CA 90022

11. Bay Area Engineering Societies'Committee for Manpower
Training, 530 Howard Street, Second Floor
San Francisco, CA 94105

12. Society of Hispanic Professional Engineers
    P.O. Box 48
    Main Station
    Los Angeles, CA 90053

13. National Medical Research Foundation
    Advisory Board
    Health Careers Program
    1635 E. 103rd Street, Suite 201
    Los Angeles, CA 90002

The health Careers Program assists minority students in financing their education. Criteria: Must be accepted in an accredited health training school, willing to seek other sources of college and noncollege financial aid, willing to carry the required number of units for the specific field of study, and be able to demonstrate financial need.

Topic four: Getting to College Requires Planning

Objectives: 1. Parents will review the tasks that must be done by students and parents in connection with applying for college and financial aid. They will mark the tasks that they are responsible for on a calendar.

Materials: Handout 12: Calendar for College Admission and Financial Aid

Time: 30 minutes.

Activities:

Activity one: Your Planning Calendar. Handout the Calendar for College Admission in the language parents prefer. Discuss with group what tasks have to be done and who is responsible for each task. For some tasks, two or more people may be responsible. Parents must fill out sections of the financial aid application. They also have a very important role in guiding and supporting students through many of the other tasks and in helping with the decisions.

ADDITIONAL ACTIVITIES:

If there are things that parents would like to do as a group, this is an excellent time to plan further meetings and get commitment for participation. For example, parents may want assistance with financial aid forms or they may wish to hear from recruiters.

HANDOUT 12: ENGLISH

CALENDAR FOR COLLEGE ADMISSION AND FINANCIAL AID

Directions: Read what has to be done and decide who should do it. Circle P for Parent, E for Educator, and S for Student.

	What has to be done?	**Who should do it?**		
		Parent	**Educator**	**Student**
9th OR 10th GRADE				
	See that student takes college prep classes required by the kind of school that he or she wants to attend. If undecided, take the University of California requirements.	P	E	S
SENIOR YEAR				
September:	Student should meet with recruiters and other representatives of colleges who will be visiting the school.	P	E	S
	Decide what colleges the student will apply to.	P	E	S
October:	Begin researching financial aid in your community.	P	E	S
	The student signs up for and takes the SAT test.	P	E	S
	Pick up an Applications for the University of California or the California State Universities from the high school guidance office. If you are considering a private school, write to obtain an application.	P	E	S
November:	Turn in your application for four year colleges, especially if you are applying to the University of California. (It's possible to do it later, but you will get priority now.)	P	E	S
December:	Financial Aid applications are available this month. They can be picked up in the school guidance office.	P	E	S

January:	Fill out and mail financial aid applications this month. Filing dates are set each year by the schools.	P	E	S
February:	Priority deadline for financial aid application for the University of California.	P	E	S
March:	Priority deadline for financial aid application for the California State Universities.	P	E	S
May:	Deadline for applying for federal financial aid, unless school has an earlier deadline.	P	E	S

Reminder

Last Minute College Admissions. You can still apply to the state college system and the community colleges up until the beginning of the semester, but your choice of classes may be more limited and you will not be able to get financial aid.

HANDOUT 12: SPANISH

CALENDARIO PARA ADMISION AL COLEGIO Y AYUDA FINANCIERA

Instrucciones: Decide quien es responsable para cada tarea. Marque P por Padre, E por Educador, o ES por Edtudiante.

¿Qué debe hacerse?	¿Quién debe hacerlo?		
	Padre	Educador	Estudiante
GRADOS 9 o 10			
Ver que el estudiante tome clases de preparación para el colegio, que se requieran en la escuela adonde el/ella quiera asistir. Si no se ha hecho la decisión, hay que tomar los requisitos de la Universidad de California.	P	E	ES
GRADO 12 (SENIOR)			
September: El estudiante deberá hablar con los representates de los colegios que visitarán la escuela.	P	E	ES
Decidir a cuáles colegios el estudiante deberá hacer solicitudes de ingreso.	P	E	ES
Octubre: Empezar a buscar ayuda financiera en su comunidad.	P	E	ES
El estudiante se inscribe y toma el examen SAT.	P	E	ES
Recoger una solicitud para la Universidad de California o para las Universidades del Estado de California, que se encuentran en la oficina de orientación de la secundaria (high school). Si se piensa en una escuela particular, escribir para obtener la solicitud.	P	E	ES
Noviembre: Entregar su solicitud para colegios de cuatro años, especialmente si son para la Universidad de California. (Es posible hacerlo más tarde, pero se tendrá prioridad ahora).	P	E	ES

Diciembre: Las solicitudes para Ayuda Financiera están disponibles en este mes. Pueden obtenerse en la oficina de orientación de la escuela.	P	E	ES
Enero: Llenar y enviar las solicitudes de ayuda financiera en este mes. Cada año las escuelas fijan las fechas para entregar los documentos.	P	E	ES
Febrero: Prioridad en el fin del plazo para solicitudes de ayuda financiera en la Universidad de California.	P	E	ES
Marzo: Prioridad en el fin del plazo para solicitudes de ayuda financiera en las Universidades del Estado de California.	P	E	ES
Mayo: Fin del plazo para solicitar ayuda financiera federal, a menos que la escuela tenga plazo anterior a esta fecha.	P	E	ES

Recordatorio

Admisiones de Ultima Hora a Colegios. Todavía se puede solicitar ingreso a los colegios del estado y a los colegios de la comunidad al principio del semestre, pero la elección de clases podría ser más limitada y no se podrá obtener ayuda financiera.

SECTION FOUR:
HELP FOR THE STUDENTS WHO WON'T GO TO COLLEGE

Goals: To inform parents about vocational training opportunities and to discuss the economic reasons for vocational training.

Objectives:

1. Participants will discuss when and why vocational training is an appropriate choice for a young person.

2. Participants will review the types of vocational training opportunities available in the community.

3. Parents will review reasons for females to consider vocational training, such as the need to prepare for work and the fact that non-traditional careers pay better.

4. Parents will review and discuss summaries of labor market trends.

Topic one: Can Vocational Training Help You Get a Job?

Objectives:

1. Participants will discuss when and why vocational training is an appropriate choice for a young person.

2. Participants will review the types of vocational training opportunities available in the community.

Materials: None

Time: 1 hour

Activities:

Activity one: Why is Vocational Training a Good Idea? Ask parents what they know or think about vocational education. Do they think vocational training might be a good choice for their son or daughter?

SAMPLE DISCUSSION (ENGLISH)

Some people don't like the idea of vocational training because for many years minority students were routinely counseled into vocational programs. Many of these students should have gone to college. Sometimes, this still happens. So, it is important to consider college first. The first decision is should my son or daughter go to college?

But college is not for everyone. There are many reasons for students to consider vocational training. Some of these reasons are:

1. Only about 20% of jobs require a college degree. Many other jobs require the kind of training that can be found in vocational classes and in technical schools. Some of these jobs are well paid and in areas of high employability. Since a student selects an area for training that is of interest to him or to her, these jobs provide opportunities for satisfying work in an area of choice.

2. Vocational training can provide an individual with a skill that can be the basis for starting one's own business. Owners of retail stores, restaurants, garages, contracting operations, and many other businesses learned a vocational skill, worked for someone else, and then started their own business. Many individuals value this kind of independence.

3. Some training after high school is almost a necessity. The demand for unskilled workers has decreased over the past

decades. It is much more difficult to start in a non-skilled job and work up to a well-paid position than it was even twenty years ago. High school graduation and additional training in a skill is becoming more and more important in order to get a good job.

4. More women are working and they are working for more years, even if they have children. Women now work for an average of 28 years, so it is important for women to train for a job that they like. Traditional women's jobs such as clerical worker pay less than traditional men's jobs such as office machine repair. Women who are willing to train for these non-traditional jobs are likely to be paid more. And women who train for something will be better paid than women who do not prepare for any job.

SAMPLE DISCUSSION (SPANISH)

Algunas personas no les gusta la idea del entrenamiento vocacional porque durante muchos años, los hispanos eran enviados a las clases vocacionales por sus consejeros. Todavía sucede algunas veces. Por eso es importante considerar el colegio primero. La primera decisión es, ¿debe mi hijo/a ir al colegio?

Pero el colegio no es para todo el mundo. Existen muchas razones por las cuales los estudiantes deben considerar el entrenamiento vocacional; entre ellas tenemos:

1. Solamente cerca de un 20% de los trabajos requieren un grado universitario. Muchos trabajos requieren el tipo de entrenamiento que se ofrece en las clases vocacionales y en escuelas técnicas. Algunos de estos trabajos se pagan muy bien y tienen gran demanda. Además ofrecen la oportunidad de escoger una carrera que le interese a uno.

2. El entrenamiento vocacional puede dar a una persona la habilidad que puede ser la base para empezar un negocio propio. Los dueños de tiendas al menudeo, restoranes, garages, contractores y muchos otros negocios aprendieron habilidades vocacionales, trabajaron para alguien más y entonces empezaron su propio negocio. Muchas personas prefieren esta clase de independencia.

3. Algún entrenamiento después de la secundaria es casi indispensable. Durante los últimos ános ha disminuído la demanda de trabajadores sin ninguna preparación. Es mucho más difícil ahora, que hace 20 años, empezar a trabajar en un trabajo que no requiere alguna preparación y poder ascender a otros empleos mejor pagados. Un diploma de secundaria (high school) y entrenamiento adicional en alguna habilidad se está

haciendo más y más importante para obtener un buen trabajo.

4. Más mujeres trabajan ahora, y trabajarán durante más años a pesar de que tengan hijos. La mujer trabaja ahora un promedio de 28 años, por eso es importante que las mujeres se entrenen para un trabajo que les guste. Los trabajos tradicionales para mujeres, como empleada de oficina, pagan menos que los trabajos tradicionales para hombres como reparador de máquinas de oficina. Las mujeres que quieran entrenarse para empleos que no son tradicionalmente para ellas, recibirán mejor pago. Y las mujeres que se entrenan para algo, recibirán mejor pago que las que no se preparan para ningún trabajo.

Activity two: How is the Job Market Changing? Discuss changes in job market. If possible use local information from the Employment Development Department, your local newspaper, and the Chamber of Commerce. Some general comments and discussion questions are provided below.

SAMPLE DISCUSSION (ENGLISH)

1. Most people (7 out of 10) work in service-type jobs rather than in manufacturing or goods-producing jobs. This means more bankers, hair stylists, entertainers, government workers, and less factory workers and farmers.

2. There are less jobs in manufacturing because these jobs are being done by less people due to automation or they are being done overseas.

3. During the last 10 years it has become much more important to have a high school diploma and good basic skills in order to get a job. In the late 1960's, a high school graduate was 30% more likely to be employed than a dropout was. In the 1980's, a high school graduate is 61% more likely to be employed.*

4. The way we work is changing. More of us are going to be working with information and with people. Many of us will use computers in our jobs even if we work as check-out clerks, doctors, janitors, supply clerks, and secretaries.

5. More and more families depend on two incomes. The biggest change in the labor market in recent years has been the large number of women working. This trend is expected to continue.

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*From a statement before U.S. Congress Hearing on Youth Employment and the Job Corps Subcommittee on Employment Opportunities Committee on Education and Labor, by Gordon Berlin, March 26, 1984.

Discussion Questions. If parents are willing, they can share their own experiences for the sake of developing a sense of how they got jobs and how they got the skills to do them. From such a conversation, they can discuss how things are changing and what they want their children to do. Sample discussion questions are:

1. How did you get your job? Could your son or daughter get a job where you work, and would this be a good idea? Why or why not?

2. Does the job you have now have more responsibility than the first job you had in this area? How did you get more responsibility? What helps people to get better jobs?

3. What kind of job do you want for your son or daughter? Why?

SAMPLE DISCUSSION (SPANISH)

1. Casi toda la gente (7 de cada 10) trabaja en empleos de tipo servicios, que en manufactura o producción de artículos. Esto quiere decir más banqueros, peluqueros, actores de variedades, empleados de gobierno, y menos obreros y labradores.

2. Los trabajos en manufactura han disminuído por la automatización y porque se hacen en el extranjero.

3. Durante los últimos 10 años se ha hecho más y más importante tener un diploma de secundaria (high school) y habilidades buenas básicas para obtener un trabajo. Durante los últimos años de la década de 1960, un estudiante con diploma de secundaria tenía una posibilidad de un 30% más para encontrar un empleo, que quien no terminó la secundaria. En la década de 1980, el estudiante graduado en la secundaria, tiene una posibilidad de un 61% más para ser empleado.

4. La manera en que trabajamos está cambiando. Muchos de nosotros vamos a estar trabajando con información y con gente. Muchos de nosotros vamos a usar computadoras en nuestros empleos aunque seamos oficinistas, doctores, conserjes, almacenistas y secretarias.

5. Cada día más, las familias dependen de dos ingresos. El cambio mayor en el mercado laboral de los últimos años, consiste en el gran número de mujeres que trabajan, y éste continuará aumentando.

Discusión. Si los padres lo desean, pueden intercambiar sus propias experiencias y comentar cómo empezaron a trabajar y cómo obtuvieron la habilidad para poder hacerlo. De esta conversación, los padres de familia pueden darse cuenta de cómo están cambiando las cosas y de lo que ellos podrían desear que sus hijos hicieran. Ejemplo de las preguntas para discusión son:

1. ¿Cómo obtuvo su trabajo? ¿Podría su hijo/a tener un trabajo donde usted está empleado, y le parece que sería buena idea? ¿Por qué sí o no?

2. ¿Tiene usted más responsabilidad en su trabajo actual que en el primero que tuvo en esta área? ¿Cómo obtuvo más responsabilidad? ¿Qué ayuda a las personas a tener mejores trabajos?

3. ¿Qué clase de trabajo desearía para su hijo/a? ¿Por qué?

Topic two: Why Young Women Need To Prepare For a Job

Objectives: Parents will review reasons for females to consider vocational training, such as the need to prepare for work and the fact that non-traditional careers pay better.

Materials: Handout 13: Women in the Work Force

Time: 30 minutes

Activities:

Activity one: Today Most Women Need to Work. Hand out the exercise Women in the Work Force. Parents can complete on their own prior to discussing, or each item can be read and discussed in turn.

Women in the Work Force Answers: 1)A, 2)B, 3)B, 4)B, 5)A, 6)C, 7)C, 8)B, 9)B, 10)A

SAMPLE DISCUSSION (ENGLISH)

Young women need to prepare for a job and learn a skill. Chances are they will work only 11 years less than a man, so they need to prepare for the world of work.

Young women should select a career that can support them. Most women work because they need the money. Higher paying jobs require education and training.

Young women are being encouraged to consier a non-traditional career. Many jobs that have been traditionally held by men pay more than jobs traditionally held by women. For example, truck drivers make more than teachers aides, and stock clerks make more than bank tellers.

It's important for young women to prepare for a job and get a good education now, even if they don't plan to work immediately. If they decide ten years later that they need a job it will be harder to find time and money for school.

SAMPLE DISCUSSION (SPANISH)

La mujer joven necesita prepararse para un trabajo y adquirir una habilidad. Es muy posible que la mujer trabaje solamente 11 años menos que un hombre. Por eso hay que prepararse para entrar al mundo del trabajo y tener un empleo que le guste.

La mujer joven debe seleccionar una carrera con que pueda sostenerse y a su familia. Hay que considerar los salarios y sus necesidades financieras cuando se prepare para una carrera.

¿Puede ganar bastante para mantener a su familia? Los trabajos mejor pagados requieren educación y entrenamiento.

Se está animando a la mujer joven a considerar una carrera que no es tradicional. Muchos trabajos que los hombres han tenido tradicionalmente, están mejor pagados que los que han tenido las mujeres tradicionalmente. Por ejemplo, los choferes de camiones ganan más que las ayudantes de profesores, y los trabajadores de almacén ganan más que las empleadas de banco.

Es importante prepararse para un trabajo y obtener una buena educación cuando se es joven, aún cuando no se piense trabajar inmediatamente. Si diez años después ella decide trabajar, será más difícil encontrar tiempo y dinero para ir a la escuela.

HANDOUT 13: ENGLISH

WOMEN IN THE WORK FORCE

Directions: Read each multiple-choice statement. Write the letter for the answer you think is correct in the margin.

1.) Young women today can expect to work outside their homes for about
a) 28 years b) 20 years c) 15 years ___

2.) The percent of mothers with preschool children who work outside their homes is about ___
a) 50% b) 17% c) 25%

3.) Women on the average earn less than men because they tend to be in dead-end, low paying jobs. For every dollar earned by men, women on the average earn
a) 75 cents b) 60 cents c) 50 cents ___

4.) Most women work
a) to buy extras b) because they need the money c) to have something to do ___

5.) If you are a woman, your chances of being completely responsible for supporting your family with your earnings are
a) 1 in 10 b) 1 in 8 c) 1 in 6 ___

6.) Marriage has traditionally represented economic security for women. But 1 woman in 10 never marries, and in California the divorce rate is
a) 1 in 5 b) 1 in 3 c) 1 in 2 ___

7.) The percent of women who receive all the child support awarded them in court is
a) 83% b) 67% c) 48% ___

8.) Jobs traditionally held by men tend to have higher pay than jobs traditionally held by women. Which job had the highest average pay in 1981?
a) registered nurse b) mail carrier c) kindergarten teacher ___

9.) Compared to ten years ago, today women are working outside the home

a) the same b) more c) less ___

10.) According to law, women must be paid the same as men

a) for equal work b) for comparable work ___

c) if they work for the government

HANDOUT 13: SPANISH

LA MUJER EN EL TRABAJO

Direcciones . Lee cada idea que aparace abajo, y escribe la letra correspondiente a lo que tú creas que es correcto.

1. Se espera que la mujer joven de hoy en día trabaje fuera de su hogar casi
   a) 28 años b) 20 años c) 15 años ____

2. El porcentaje de madres con niños que no están en la escuela y que trabajan fuera de su hogar es de casi
   a) 50% b) 17% c) 25% ____

3. Generalmente la mujer gana menos que el hombre porque ella tiende a trabajar en ocupaciones en que no pagan mucho y en que no hay futuro. Por cada dólar que un hombre gana, el promedio para la mujer es de
   a) 75 centavos b) 60 centavos c) 50 centavos ____

4. La mayoría de las mujeres trabajan
   a) para comprar cosas extras b) porque necesitan el dinero c) para tener algo que hacer ____

5. Si eres mujer, los chances de ser completamente responsable de sostener a tu familia con lo que ganas son de
   a) 1 en 10 b) 1 en 8 c) 1 en 6 ____

6. Tradicionalmente, el matrimonio representaba la seguridad económica para la mujer. Pero 1 mujer en 10 nunca se casa, y en California, el promedio de divorcios es de
   a) 1 en 5 c) 1 en 3 c) 1 en 2 ____

7. El porcentaje de mujeres que reciben todo el mantenimiento asignado por la corte para sus hijos es de
   a) 83% b) 67% c) 49% ____

8. Los trabajos que tradicionalmente tienen los hombres, tienden a estar mejor pagados que los que tradicionalmente tienen las mujeres. ¿Cuál trabajo fue mejor pagado en 1981?
   a) enfermera registrada b) cartero c) profesora de jardín de niños ____

9. Compara el número de mujeres que trabajan fuera de casa hoy en día, con el número de mujeres que trabajaba hace 10 años.
   a) el mismo b) mayor c) menor ____

10. De acuerdo con la ley, la mujer debe recibir el mismo pago que el hombre por
    a) el mismo trabajo b) por trabajo que se compara c) si trabajan para el gobierno ____

Topic three: Shopping For The Right Vocational Training Program

Objectives: 1. Participants will review the types of vocational training available in general and the specific programs available in their community.

Materials: Where Can I Get Job Training? (See Staff Resources section of this book.)
Brochures from local training programs. (Optional)

Time: 30 minutes to 1 hour

Activities:

Activity one: Overview of Training Opportunities .Through discussion and notes on flip chart or a chalkboard, review all of the job training opportunities in the area. The out 14: Where Can I Get Job Training provides basic information, but some prior research is necessary to provide local information and phone numbers. Brochures from local training programs can be collected prior to the meeting and made available to those who are interested. Information on the range of training programs can be presented or the discussion can be limited to the interests and questions of the participants.

ADDITIONAL ACTIVITIES:

A panel of individuals from ROP/C, local training agencies, and unions can be invited to discuss their training programs.

III. STAFF RESOURCES

HELP FOR SCHOOL STAFF
WHO WORK WITH SPANISH-
SPEAKING STUDENTS

BY: DENISE DOUGLAS
LARRY LARSON
AL RAMIREZ
CARIDAD PEREYRA-SUAREZ

STAFF RESOURCES

COUNSELING HANDOUTS

Introduction..165

1. Where Can I Get Job Training.................................167
2. Counselor/student Exit Interview.............................175
3. Quick Overview of Prior Education............................179
4. Community Resources..183
5. Are You on the Road to School Success........................185

REVIEWS OF SPANISH LANGUAGE MATERIALS

A. Career/Vocational Guidance Materials for Students................189
B Materials for Parents..214

I. COUNSELING HANDOUTS

Introduction

This section contains five handouts that can be used as checklists or handouts in the counseling of Spanish-speaking students. Some of them such as the Quick Overview of Prior Education or Are You on the Road to School Success? can be given to a student while they are waiting to see the counselor. The form filled out by the student can save the counselor time and help focus the discussion that follows. Other handouts such as Community Resources and Where Can I Get Job Training are a way for counselors to give students information.

Each handout appears in an English version, followed by a Spanish version, or is printed in a bilingual format. These handouts are designed for counselors to revise to their own needs and to fill in the local phone numbers and program names that they find most useful. If desired, they could be put into a more visually attractive ,brochure format or printed with graphics.

WHERE CAN I GET JOB TRAINING

Eventually, you will be leaving school and looking for a job. What can you do that an employer would be willing to pay you for? What would you like to do?

It is becoming more and more important to have a specific job skill in order to get a job.

Luckily there are lots of places to get training.

IF YOU ARE STILL IN HIGH SCHOOL, you can learn valuable job skills in at least four places.

1. **The regular academic program**

Math is essential to many careers, including apprenticeships in the trades, and many 1 and 2 year technical training programs.

English is needed by everyone who must give and follow directions. In addition, the ability to write, to speak in public and to persuade is important in many business and professional fields.

Analytical skills are needed by workers who must solve problems and think for themselves.

Good work habits such as punctuality, good attendance, and the ability to follow directions are necessary for school success and for success on the job.

2. **Vocational Classes and Regional Occupational Centers/Programs (ROP/C)**

Your high school offers courses in some or all of these vocational areas:

Business and Distributive Education
Industrial Arts
Trade and Industry
Health
Home Economics
Agriculture

These classes can help you decide if you would like the work and they provide job training. Courses can be at your high school or at another location where you can take advantage of the equipment and space. Some programs have prerequisites. This means you have to take certain courses first, such as math or typing. Ask your counselor what programs are available for you.

3. Work Experience and Cooperative Education.

You can get school credit for a part-time after school job. In some cases this job may lead to a career. You can also learn good work habits, earn some money, and get some experience for your resume.

Contact your school's work experience coordinator.

4. After School Clubs and Hobbies

Don't forget that you can learn skills through clubs and hobbies. Some vocational programs have their own club activities and conferences. Through clubs you gain experience in an area that you are interested in and you get to practice your "people" skills. Think about joining a school club!

IF YOUR ARE A HIGH SCHOOL GRADUATE, YOU CAN ALSO TAKE ADVANTAGE OF THESE PROGRAMS:

Apprenticeship Programs

You can become an apprentice in over 500 occupations in California. Apprentices work in a trade during regular work hours, and then attend classes after work to learn theory and additional skills. Programs last from 1 to 4 years, and you are paid while you learn.

Many programs require high school diplomas, the ability to pass a test, or passing grades in high school classes such as math and algebra.

If you complete an apprenticeship program, you will be a skilled and well-paid worker.

If you are interested in finding out about apprenticeship programs in your area, call ____________.

Four year Colleges

About 20% of jobs require a college degree. Most of these jobs are in the professions such as law and medicine, in administration and management, in science and technology. If you are thinking about college after you graduate, plan where your want to go and find out the requirements. Discuss your plans with your teachers and counselors.

College costs vary widely, but remember financial aid is available even at the more expensive schools.

U. S. Military

To enlist in the U.S. military, you need a high school diploma or a high score on their entrance exam. There are many opportunities for training, and some of these can help you get civilian jobs. If you are interested in more information, contact your local recruitment office.

On the Job Training

Many companies will train their employees after they hire them. You could be trained on the job or you could be paid back for the cost of college classes that help you with your job. Some people get college degrees in this way.

Some companies offer English classes to employees who speak other languages. These classes are given right at work, half on company time and half on the employee's time.

Ask about training opportunities when you apply for a job.

IF YOU LEFT HIGH SCHOOL WITHOUT GRADUATING, there are places to increase your skills and to get a diploma.

Adult Education

Adult basic education programs have classes in math, English, reading, and social studies. You can get the equivalent of a high school diploma by taking courses or by passing the G.E.D. exam. This exam can also be taken in Spanish.

Adult schools also have vocational training in areas such as accounting, data entry operator, and welding.

Adult education classes are held at night or during the day.

Cost: Job training and basic education classes are free.

Call: ___________

Regional Occupational Centers/Programs (ROP/C)

You can train for a job in 1 to 2 years. Most programs are open entry, open exit which means you can begin anytime. Some of the occupations you can train for are electrician, dry cleaner, home health aide, and word processor.

Cost: 0 to $150

Call: _____________

Community College

If you are over 18, you can attend community college whether or not you have a high school diploma. If you do not have good academic skills, you can take basic education courses. Other more difficult courses can count towards a four year college degree. You can also get job training for occupations such as medical assistant, beautician, and teacher aide.

Cost: $50 per semester plus books

Call:

Community Training Programs

Many community agencies run job training programs. These vary according to the community. Assembler, clerical occupations, and medical assistant are a few of the occupations that may be available in your area. Some agencies serve only one group of people such as youth, Hispanics, or handicapped. If you call one agency, the staff will usually know what is available in the community.

Cost: Free to qualifying client.

Private Vocational Schools

Private vocational schools can train you for an occupation such as truck driver, bartender, secretary, or beautician. These schools are supported by tuition so the cost is high, but financial aid is often available.

Programs are usually shorter than similar programs at community colleges. They range from a few weeks to a year, so you will be working sooner.

Cost: $1,000 to $6,000.

Ask in your career center for a list of schools.

START INVESTIGATING YOUR OPTIONS EARLY. BEGIN ONE YEAR BEFORE YOU LEAVE SCHOOL.

HANDOUT 1: SPANISH

¿DONDE PUEDO OBTENER ENTRENAMIENTO PARA TRABAJO?

Eventualmente, saldrás de la escuela y buscarás un emplo. ¿Qué trabajo puedes hacer para que un patron te pague? ¿Qué quisieras poder hacer?

Cada día se está haciendo más importante tener alguna habilidad especial para obtener un trabajo.

Afortunadamente, hay muchos lugares en donde obtener entrenamiento.

SI ESTAS TODAVIA EN LA SECUNDARIA, puedes aprender habilidades de trabajo valiosas en 4 lugares por lo menos.

1. Programas Académicos Regulares

Las Matemáticas son esencial para muchas carreras, incluyendo aprendizajes de oficios, y programas de entrenamiento técnico.

Inglés es necesario para quien necesite dar y seguir direcciones. Además, es importante poder escribir, hablar en público y saber persuadir a otros, en muchos negocios y profesiones.

Habilidades analíticas son necesarias para los trabajadores que tengán que resolver problemas y pensar por si mismos.

Buenos hábitos de trabajo como puntualidad, asistencia buena y seguir direcciones, son necesarias para tener éxito en la escuela y en el trabajo.

2. Programas/Centros Regionales de Clases Vocacionales y de Ocupaciones (ROP/C)

Tu escuela secundaria ofrece cursos en algunas o en todas estas áreas vocacionales:

Negocios y Educación Distributiva
Artes Industriales
Comercio e Industria
Salubridad
Economía Doméstica
Agricultura

Estas clases pueden ayudarte a decidir si te gustaría el trabajo y te dan entrenamiento para trabajo. Algunos cursos se ofrecen en tu secundaria, pero en otra localidad donde puedes tomar ventaja del equipo y espacio. Algunos programas tienen requisitos. Es decir, que tú tienes que haber tomado ciertos cursos antes, como matemáticas o mecanografía. Pregúntale a tu consejero que programas hay en tu escuela.

3. Experiencia de Trabajo y Educación Cooperativa

Puedes obtener créditos escolares por un trabajo de medio tiempo después de la escuela. En algunos casos, este trabajo podría llevarte a una carrera. También puedes aprender buenos hábitos de trabajo, ganar dinero y adquirir experiencia que poner en tu resumen de empleo.

Ponte en contacto con tu coordinador de experiencia de trabajo en tu escuela.

4. Actividades, Intereses y Pasatiempos

No olivides que puedes aprender habilidades por medio de clubs y pasatiempos. Algunos programs vocacionales tienen su propio club que ofrece actividades y conferencias. En los clubs puedes obtener experiencia en las áreas que te interesen. También puedes practicar como relacionarte con los demás. Piensa en formar parte de un club de la escuela.

SI TE GRADUASTE EN LA SECUNDARIA, PUEDES SACAR VENTAJA DE CUALQUIER PROGRAMA, COMO:

Programas de Aprendizaje

Hay más de 500 ocupaciones que pueden aprenderse en California. Los aprendices trabajan en un oficio durante horas regulares de trabajo, y asisten a clases después del trabajo para aprender teoría y habilidades adicionales. Los programas duran de 1 a 4 años y pagan mientras se aprende.

Muchos programas requieren diploma de secundaria (high school), la habilidad de pasar un examen o calificaciones "de pase" en clases de matemáticas y álegbra en la secundaria.

Si completaste un programa de aprendizaje, serás un trabajador hábil y bien pagado.

Si tienes interés en saber de los programas de aprendizaje en tu área, llama a ____________.

Colegios de Cuatro Años

Como 20% de los trabajos requieren título universitario. Estos trabajos se encuentran en profesiones tales como leyes y medicina, en administración y ciencia y tecnología. Si estás pensando en ir al colegio después de graduarte de la secundaria, planea a dónde quieres ir y pregunta que son los requisitos. Discute tu plan con tus profesores y tus consejeros.

Los colegios varían mucho en costo. No olvides que puede haber más ayuda financiera en escuelas más caras.

La Defensa de U.S. (U.S. Military)

La Defensa de U.S. exige un diploma de secundaria o una calificación muy alta en el examen de entrada. Se ofrece entrenamiento para trabajo en numerosos empleos, muchos de ellos pueden aplicarse en trabajos civiles. Si estás interesado en saber más de ésto, ponte en contacto con tu oficina local de reclutamiento.

Entrenamiento Mientras se Trabaja

Muchas compañías entrenan a sus empleados después que les dan el trabajo. Si trabajas para una compañía así, podrías ser entrenando para hacer un tipo de trabajo. O te pudieran pagar el costo de las clases, si están relacionadas con tu trabajo. Algunas personas han obtenido títulos universitarios de esta manera.

Algunas compañías ofrecen clases de inglés a empleados que hablan otras lenguas. Estas clases se dan en el lugar de trabajo, la mitad del tiempo lo da la compañía y la otra mitad en el tiempo libre del empleado.

Pregunta si hay oportunidades de entrenamiento cuando solicites un empleo.

SI DEJAS LA ESCUELA ANTES DE GRADUARTE, existen lugares para aumentar tus habilidades y para obtener un diploma.

Educación Para Adultos

La educación básica para adultos ofrece clases en matemáticas, inglés, lectura, etc. Después de mejorar tus habilidades, podrías obtener un diploma equivalente al de secundaria (high school) pasando el examen de G.E.D. Este examen también se puede tomar en español.

También se ofrece entrenamiento vocacional. Algunos de los programas que se ofrecen son: contabilidad, operador de información para ser procesada en computadoras (data entry processor) y soldadura.

Las clases de educación para adultos pueden darse por la noche o durante el día.

Costo: Las clases de entrenamiento para trabajo y de educación para adultos son gratis.

Centros/Programas Regionales de Ocupacíon (ROP/C)

Puedes entrenarte para un trabajo específico en un programa que dure de uno o dos años. En la mayoría de los programs se puede empezar en cualquier tiempo. Algunas ocupaciones en que te puedes entrenar son: electricista, tintorero, ayudante de salud en el hogar y procesor de palabras.

Colegio de la Comunidad

Si tienes más de 18 años, puedes asistir al colegio de la comunidad ya sea que tengas o no un diploma de secundaria (high school). Si no tienes buenos conocimientos académicos puedes tomar cursos básicos. Otros cursos más difíciles pueden llevarte a un título universitario. También puedes obtener entrenamiento de trabajo para ocupacíones como asistente médico, cosmetólogo y ayundante de profesor.

Costo: $50 por semestre además de los libros

Programas de Entrenamiento Ofrecidos por Agencias de la Comunidad

Muchas agencias comunitarias ofrecen entrenamiento para trabajo. Estos varian de acuerdo a la comunidad. Algunas de las ocupaciones que se podrían ofrecen en tu área son: montador, trabajos en oficina y asistente médico. Algunas agencias ayudan a un grupo ya sea de jóvenes, hispanos o personas incapacitadas. Si llamas a alguna agencia, el personal generalmente sabe que se ofrece en la comunidad.

Costo: Gratis para la persona que califique.

Escuelas Vocacionales Particulares

Las escuelas vocacionales particulares se especializan usualmente en preparar a sus clientes para una ocupación particular como chofer de camión de carga, cantinero, secretario o cosmetólogo. Estas escuelas se sostienen con las colegiaturas, por eso su costo es elevado. Pero frecuentemente ofrecen ayuda financiera. Los programas son usualmente más cortos que programas similares en los colegios de la comunidad, y duran de unas pocas semanas a un año. Así, tú estarás trabajando más pronto. Pide una lista de escuelas en tu centro de carreras.

Costo: $1,000 a $6,000.

EMPIEZA PRONTO A INVESTIGAR TUS OPCIONES. EMPIEZA UN AÑO ANTES DE QUE SALGAS DE LA ESCUELA.

HANDOUT 2: BILINGUAL

COUNSELOR/STUDENT EXIT INTERVIEW
FOR THE STUDENT WHO IS LEAVING SCHOOL

Note to the Counselor: Use this sheet as a reference and a checklist. In order to make it useful to your community, fill in the local addresses and phone numbers of the resources that you will be using. When students want a reference, write only the number that the the student requests on a small card that can be easily put in a wallet or pocket for the student's later use.

This handout, can be used as a record of the student exit interview. In this way you will have a record of why each student dropped out and the assistance you provided. Compiling all such interviews can provide your school with valuable information about why students drop out and what assistance they need.

Student's Name ______________________________ Counselor ________________

1. Prompt: What is your main reason for leaving school?
¿Cuál es tu razón principal para no volver a la escuela?

Check all that apply

__ Poor grades

__ Difficulty keeping up with class work

__ Problems at home

__ Plan to marry/Pregnant

__ Have a job/Plan to get a job

__ Bored with school

__ Discipline problems at school

__ Other: Please describe ____

____

____

2. Prompt: **What plans do you have for employment or training? Would you like some information that could help you in this area?**
¿Qué planes tienes para trabajar o para un entrenamiento?
¿Te gustaría tener la información que te ayude?

____

____

Provide any resources that are helpful

School Programs LOCAL ADDRESS/NUMBER

Number of high school (or drop-out recovery program) ________________
alternative high school ________________
independent study program ________________
juvenile court school program ________________
school program for pregnant minors ________________

Other Education and Training

community college ________________
adult school ________________
Jobs Corps ________________
Regional Occupational Program/Center ________________
local community training programs (list):
1. ________________
2. ________________
3. ________________
4. ________________
5. ________________

For immediate job needs

Youth Employment Services ________________
California State Employment Development Department ________________
place to take high school equivalency (GED) exam ________________

3. Prompt: **Are there other things that you have to deal with now where I could perhaps give you some names or phone numbers?**
Si hay algo más que quieras saber ahora, te puedo dar nombres y teléfonos.

LOCAL ADDRESS/NUMBER

County Medical Hospital ____________________
Crisis Hotlines
  1. ____________________
  2. ____________________
Alcoholics Anonymous ____________________
Narcotics Anonymous ____________________
Counseling Services:
  1. ____________________
  2. ____________________

Youth Programs:
  1. ____________________
  2. ____________________
Programs that Assist and Counsel Pregnant Youth:
  1. Planned Parenthood ____________________
  2. Department of Social Services, Medical Screening and Adoption Services ____________________
  3. ____________________
Local community organizations:
(If student is of limited English proficiency, is there a local agency that helps individuals from the same country?)
  1. ____________________
  2. ____________________
  3. ____________________

4. Prompt: What do you need to take with you from the school?
¿Qué documentación o algunas otras cosas quieres llevarte cuando salgas de la escuela?

copies of transcripts
immunization records
awards
certificates

5. Prompt: Now let's review the things you need to do in the near future.
Ahora vamos a revisar las cosas que necesitarás hacer muy pronto.

Review with student whatever has been discussed in the exit interview and write the reference numbers requested on a small card for the student to keep.

HANDOUT 3: ENGLISH

QUICK OVERVIEW OF PRIOR EDUCATION

STUDENT'S NAME ______________________________

I. EDUCATION IN ENGLISH IN THE UNITED STATES.

1. How many years of school have you attended in the United States?

   elementary school __________

   junior high ______________

   high school ______________

   Total years attended __________

2. Name of last U.S. school attended: ______________________

   (to obtain transcripts)

3. What special programs were you in?

   Bilingual education ______________

   Migrant education _______________

   Special education _______________

   Other: ________________________

4. Check the courses you have taken in English in the last two years?

Check:		Comment:
___	English	______________________
___	English as a Second Language	______________________
___	Social Studies	______________________
___	Math	______________________
___	Science	______________________
___	Reading	______________________

___ Physical Education ____________________

___ Other: ____________________

II. EDUCATION IN SPANISH (IN ANOTHER COUNTRY)

Primary school ____________

Secondary school ____________

Other: ________________

Total years attended ____________

2. Name of last Spanish-language school attended ________________

   Are transcripts available? ______________

3. Check the courses completed in Spanish in the last two years.

Check:		Comment:
___	Spanish language	____________________
___	Spanish literature	____________________
___	Science	____________________
___	English	____________________
___	Other foreign language	____________________
___	World history	____________________
___	Math	____________________
___	Other:	____________________

III. LEVEL OF ENGLISH PROFICIENCY ________________

based on test: (please name)

based on observation:

HANDOUT 3: SPANISH

SUMARIO DE EDUCACION PREVIA

NOMBRE DEL ESTUDIANTE: ______________________________

I. EDUCACION EN INGLES EN LOS ESTADOS UNIDOS.

1. ¿Cuántos años has ido a la escuela en los Estados Unidos?

primaria ____________________

junior high ____________________

secundaria (high school) ____________________

Total de estos años ____________________

2. Nombra la la última escuela que atendiste en los U.S.A. ____________________

(para obtener copias de documentos escolares)

3. Participación en un programa especial:

Educacíon bilingúe ____________________

Migrant education ____________________

Educacíon especial ____________________

Otra: ____________________

4. ¿Qué cursos completaste en inglés en los dos años pasados?

Comentarios:

___ Inglés ____________________

___ Inglés como Segunda Lengua ____________________

___ Estudios Sociales ____________________

___ Matemáticas ____________________

___ Ciencia ____________________

___ Lectura ____________________

___ Educación Física ____________________

___ Otra: ____________________

II. EDUCACION EN ESPAÑOL EN OTRO PAIS

1. ¿Cuántos años fuiste a la escuela en otro país?

Primaria __________

Secundaria __________

Otra: __________

Total de estos años ________

2. Nombre de la última escuela de lengua española a que asististe ____________________

Se pueden obtener los documentos? ____________________

3. Qué cursos completaste en español los dos años pasados?

Comentarios:

____

___ Lengua española

___ Literatura española ____________________

___ Ciencia ____________________

___ Inglés ____________________

___ Otras Lenguas Extranjeras ____________________

___ Historia Universal ____________________

___ Matemáticas ____________________

___ Otro: ____________________

III. Nivel de proficiencia en englés ____________________

basado en examen: (nómbralo por favor)

basado en observación: ____________________

HANDOUT 4: BILINGUAL

COMMUNITITY RESOURCES

EMPLOYMENT AND TRAINING SERVICES

These agencies will provide training or help you find a job. Call them to make an appointment.

SERVICIOS DE EMPLEO Y ENTRENAMIENTO

Estas agencias proporcionan entrenamiento o te ayudan a encontrar un empleo. Llama por teléfono para hacer una cita.

Job Corps Center __________
California State Employment Development Department________
Youth Employment Service ___________
Regional Vocational Center___________
Adult School___________
Community Agencies that Offer Training and or Job Development:

1. _________________________
2. _________________________
3. _________________________
4. _________________________
5. _________________________

DRUG ABUSE SERVICES

If you need help with abuse of drugs or alcohol, call these agencies for free help.

SERVICIOS EN ABUSO DE DROGAS

Si necesitas ayuda con el abuso de drogas o de alcohol, llama a estas agencias que ayudan gratuitamente.

Alcoholics Anonymous _________
Narcotics Anonymous _________
County Medical Hospital__________
County Health Department___________
Youth Services Bureau ____________
Other local agencies:____________

1. _________________________
2. _________________________
3. _________________________

PROTECTION AND CARE SERVICES

If you are in danger of neglect or abuse, call these offices for help. Police Department

SERVICIOS DE PROTECCION Y CUIDADO

Si estás en peligro, abandonando o se estás abusando de ti, llama a estas oficinas para que te ayuden.

Police Department _________
Department of Social Services_________
County Health Department_________
Youth Residential Center_________

EMERGENCY SERVICES

These agencies will provide you with food, clothing, medical services and other necessities.

SERVICIOS DE EMERGENCIA

Estas agencias pueden darte comida, ropa, servicios médicos y otras necesidades.

St. Vincent de Paul Society_________
Rescue Mission___________
Other local agencies:

1. ________________________
2. ________________________
3. ________________________

COUNSELING SERVICES

If you are very sad or very angry or just want to talk about your problems, you can get help.

SERVICIOS DE CONSULTA

Si estás muy triste or muy enojada o si sólo quieres hablar de tus problemas, puedes tener ayuda.

Crisis Hotline__________
County Mental Health_________

PREGNANCY COUNSELING

These agencies can help you decide whether to continue your pregnancy or not. You can also get medical help and support for you and your child.

CONSULTA EN EMBARAZOS

Estas agencias te pueden auydar a decidir si quieres continuar con tu embarazo o no. También puedes tenen asistencia médica y sostenimiento para tí y para tu niño.

Planned Parenthood__________
Department of Social Services________
Other agencies:

1.________________
2.________________

HANDOUT 5: ENGLISH

ARE YOU ON THE ROAD TO SCHOOL SUCCESS?

GETTING THERE AND DOING THE WORK

1. How often are you absent from school?

50% of the time		once a week		never
1	2	3	4	5

2. Are you on time for your classes?

sometimes		usually		always
1	2	3	4	5

3. Do you complete your homework assignments?

sometimes		usually		always
1	2	3	4	5

4. Do you hand your homework in on time?

sometimes		usually		always
1	2	3	4	5

5. My teachers are happy with my work.

sometimes		usually		always
1	2	3	4	5

PAYING ATTENTION AND LEARNING

6. Do you pay attention to the teacher's explanations?

sometimes		usually		always
1	2	3	4	5

7. If you don't understand, do you ask questions?

sometimes		usually		always
1	2	3	4	5

8. If the teacher is explaining something that you have to learn and that may be on a test, do you take notes?

sometimes		usually		always
1	2	3	4	5

9. I learn something in school every day.

sometimes		usually		always
1	2	3	4	5

GETTING ALONG WITH OTHERS

10. I have friends at school that I can talk to.

sometimes		usually		always
1	2	3	4	5

11. There are school activities that I like to participate in.

sometimes		usually		always
1	2	3	4	5

12. I can maintain my self-control.

sometimes		usually		always
1	2	3	4	5

13. If I do something that is not right, I can accept being told about it.

sometimes		usually		always
1	2	3	4	5

SELF-DIRECTION

14. If I take on a job or an assignment that becomes difficult, I keep going until I finish.

sometimes		usually		always
1	2	3	4	5

15. I am able to plan my time effectively.

sometimes		usually		always
1	2	3	4	5

16. I have my own hobbies and interests.

sometimes		usually		always
1	2	3	4	5

17. I know what I want to do when I leave high school.

very generally				definite plans
1	2	3	4	5

TO SCORE:

Add the total value of the numbers you circled.

85-75	Success is yours.
74-64	You may have some problems, but you are going in the right direction.
63-51	Pretty middle of the road, and success is not average.
50-35	You have some problems at school. Do something about them!
34-17	Pull up your socks and get help fast.

HANDOUT 5: SPANISH

¿ESTAS EN CAMINO DE TENER EXITO EN LA ESCUELA?

LLEGAR ALLI Y HACER EL TRABAJO.

1. ¿Qué tan a menudo faltas a la escuela?
50% del tiempo — una vez a la semana — nunca
1 2 3 4 5

2. ¿Llegas a tiempo a tus clases?
a veces — usualmente — siempre
1 2 3 4 5

3. ¿Terminas tus tareas?
a veces — usualmente — siempre
1 2 3 4 5

4. ¿Entregas tus tareas a tiempo?
a veces — usualmente — siempre
1 2 3 4 5

5. Mis profesores están contentos con mi trabajo.
a veces — usualmente — siempre
1 2 3 4 5

PONER ATENCION Y APPRENDER

6. ¿Pones atención a las explicaciones del profesor?
a veces — usualmente — siempre
1 2 3 4 5

7. Si no entiendes, ¿haces preguntas?
a veces — usualmente — siempre
1 2 3 4 5

8. Si el profesor está explicando algo que tienes que aprender y que podría estar en el examen, ¿ tomas notas?
a veces — usualmente — siempre
1 2 3 4 5

9. Aprendo algo en la escuela cada día.
a veces — usualmente — siempre
1 2 3 4 5

¿COMO TE LLEVAS CON LOS DEMáS?

10. Tengo amigos en la escuela con los que puedo hablar.
a veces — usualmente — siempre
1 2 3 4 5

11. Hay actividades en la escuela en las que me gusta participar.
a veces usualmente siempre
1 2 3 4 5

12. Puedo controlarme.
a veces usualmente siempre
1 2 3 4 5

13. Si hago algo que no está bien, puedo aceptar que me lo digan.
a veces usualmente siempre
1 2 3 4 5

¿ERES RESPONSABLE DE TI MISMO?

14. Si hago un trabajo o tarea que se empieza a hacer difícil, continúo haciéndolo hasta que termino.
a veces usualmente siempre
1 2 3 4 5

15. Soy capaz de planear mi tiempo efectivamente.
a veces usualmente siempre
1 2 3 4 5

16. Tengo mis propios pasatiempos e intereses.
a veces usualmente siempre
1 2 3 4 5

17. Se lo que quiero hacer cuando salga de la secundaria.
a veces usualmente siempre
1 2 3 4 5

Suma el valor total de los números que pusiste en un círculo.

85-75	El éxito es tuyo.
74-64	Podrías tener algunos problemas, pero vas en buena dirección.
63-51	Mediano, y ese no es el camino del éxito.
50-35	Tienes algunos problemas en la escuela. ¡Haz algo acerca de ellos!
34-17	¡Fájate los pantalones y pide ayuda luego luego!

II. REVIEW OF SPANISH LANGUAGE MATERIALS

This section contains reviews of two kinds of materials. The first part reviews all the Spanish-language materials for career/vocational guidance that we were able to find. The purpose of these reviews is to facilitate the task of the career center and guidance staff if they are planning to buy Spanish-language materials. There are about 50,000 students in California high schools who are more fluent in Spanish than in English. These students need career/vocational guidance materials in Spanish if they are to receive the same services as English-speaking students.

The second section reviews the very few materials in Spanish that are designed for parents of students in California schools. These materials are useful resources for school staff working with parents.

A. CAREER VOCATIONAL GUIDANCE MATERIALS FOR STUDENTS

TITLE: Achieving Goals Series
Beluga Productions

MEDIA: filmstrip

SOURCE: Bilingual Educational Services
2514 South Grand Ave.
Los Angeles, CA 90007-2688

TARGET AUDIENCE: high school bilingual/bicultural

GENERAL AREA COVERED:

_____assessment

_____career decision-making

__X__occupational information

_____job search/interview skills

_____work experience/coop ed

__X__other motivation/role models

SUMMARY OF CONTENT: Each filmstrip is a personal account of the career of one Hispanic. The Importance of goals and the benefits of a bilingual/bicultural background are emphasized. The individuals are an elementary school principal, a state assembly representative, and a recreation director.

FORMAT AND LANGUAGE: Spanish/English

CULTURAL FACTORS: Shows bilingual/bicultural individuals as positive role models.

COMMENTS: The filmstrips are well made and are tailored to the Hispanic audience.

SUGGESTED USE: Career center, class use.

TITLE: Attitudinal Components for the California Business Education Program

MEDIA: Print
Filmstrip

SOURCE: Office of the Los Angeles County
Superintendent of Schools
9300 East Imperial Highway
Downey, CA 90242
Attention: Patricia Whitman

TARGET AUDIENCE: High School students

GENERAL AREA COVERED:

_____assessment

_____career decision-making

_____occupational information

_____job search/interview skills

_____work experience/coop ed

__X__other personal & human relations skills in business

SUMMARY OF CONTENT: Eight units with student booklet, filmstrip, pre and post test, and activities. The units are:

1. Making the Most of Your Time
2. Building Positive Work Attitudes and Traits For Success
3. Free Enterprise
4. Decision Making
5. Going Into Business
6. Consumer Skills For Achieving Your Goals
7. Communication Skills For Success
8. Leadership Skills For Success

FORMAT AND LANGUAGE: Totally parallel Spanish/English. Vocabulary levels are high. Print is quite small in student booklet.

CULTURAL FACTORS: No adaptation. Names from different ethnic groups are used in examples.

COMMENTS: Seems designed for use as an Individual Learning Packet. Student activities for some units (e.g. leadership) are merely reading checks, but for others (e.g. consumer skills) a real learning activity is involved. Units such as "Going into Business" and "Free Enterprise" fill a serious gap in Spanish language materials.

SUGGESTED USE: Could be used in a business or career guidance class, or in the career center as ILPs.

TITLE: *Buscando un Empleo*, J.P. Lenox (A. Mintz, translator). New Brunswick, New Jersey: New Jersey Department of Education, 1979.

MEDIA: print

SOURCE:
New Jersey Vocational Education
Resource Center
Rutgers, The State University
200 Old Matawan Rd.
Old Bridge, NJ 08857

TARGET AUDIENCE:
high school,
adult

GENERAL AREA COVERED:

_____assessment

_____career decision-making

_____occupational information

__X__job search/interview skills

_____work experience/coop ed

_____other ____________________

SUMMARY OF CONTENT: General information on where to look for work, getting social security card, how to act and dress for a job interview, question to ask about a company, application, a resume.

FORMAT AND LANGUAGE: The whole booklet is in Spanish, but due to Puerto Rican emphasis some words may be unfamiliar to other Spanish-speakers. An English version of the book is also available.

CULTURAL FACTORS: No attempt to relate job search techniques to a cultural context.

COMMENTS: Some comments and sections seem fairly arbitrary. Directions are fairly limited. For example, the section on interview techniques only covered posture, gum chewing, paying attention, and remaining calm. Men are advised to wear a suit to a job interview even though this may not be appropriate for blue collar jobs.

SUGGESTED USE: Would be useful with adults or high school students interested in understanding vocabulary and mechanics of job search in Spanish. However, at some point, for most students, this must be coverted to English. Could be used with English version.

TITLE: The Career Center Management Guide
Chaffey Joint Union High School
District (1977)
(Translation of The Looking Glass)
Fullerton Union High School District

MEDIA: Print

SOURCE: Centers for Educational Improvement
Northern California-Office of Butte
County Superintendent of Schools
Central California-Santa Clara County
Office of Education
Southern California-Office of Los
Angles County Superintendent of Schools

TARGET AUDIENCE: High School

GENERAL AREA COVERED:

_X_ assessment

___ Career decision-making

_X_ occupational information

___ job search/interview skills

___ work experience/coop ed

_X_ :other career infusion

SUMMARY OF CONTENT:

A. A series of classroom career infusion units in English, math, reading, science & social science.

B. Individual learning activities which can be done in 50 minutes and may use career center reference materials. The individual learning activities are clustered into three groups: the areas of self-assessment, and exploration of post-high school alternatives.

FORMAT AND LANGUAGE: English/Spanish

CULTURAL FACTORS: Translation is of the word for word variety and no adaptations have been done. As a result, the Spanish version sometimes refers students to English language material to complete their assignment without offering an alternative.

COMMENTS: There are good infusion activities. The CIPS are mostly not appropriate because they were not designed with the LEP student in mind, and either require English language materials or assume a familiarity with self-analysis and group activities.

SUGGESTED USE: Can provide some ideas for classroom and career center activities.

TITLE: Career Connection

MEDIA: Filmstrip

SOURCE: Hoffman Educational Systems
c/o MGD Unlimited
19946 Rambling Road
Covina, CA 91724

TARGET AUDIENCE: high school,
college,
adult

GENERAL AREA COVERED:

__X__ assessment

_____ career decision-making

__X__ occupational information

__X__ job search/interview skills

_____ work experience/coop ed

_____ other ____________________

SUMMARY OF CONTENT: Career connections consists of a filmstrip describing each of 15 career clusters and 5 filmstrips on job search skills. 300 Career Titles is a set of filmstrips each showing and discussing a specific occupation. An interest test and forms for appraising individual careers are also available. A counselor's guide defines the occupations and relates career titles to the 15 career clusters.

FORMAT AND LANGUAGE: Both series are available in English and Spanish. Filmstrips are concise. Level of language varies according to the job.

CULTURAL FACTORS: The narrator is a native speaker. Slides show a good ethnic balance.

COMMENTS: This system contains the greates number of job descriptions in Spanish.

SUGGESTED USE: Career Titles could be used in a career center. Career Connections could be used in the classroom as well. The interest test and appraisal are useful in that they relate to the materials, but better tests and inventories are available.

TITLE: Career Units for Every Student(CUES)
Los Angeles Unified School District,
1980.

MEDIA: Print & Filmstrip

SOURCE: Centers for Educational Improvement
Northern California-Office of Butte
County Superintendent of Schools
Central California-Santa Clara County
Office of Education
Southern California-Office of Los
Angeles County Superintendent of Schools

TARGET AUDIENCE: ESL high school students

GENERAL AREA COVERED:

_X_ assessment

_____ career decision-making

_X_ occupational information

_X_ job search/interview skills

_____ work experience/coop ed

_____ other ____________________

SUMMARY OF CONTENT: There are independent study units on 50 occupations, each consisting of a laminated student workbook, a tape, and a filmstrip showing a few pictures of the occupation in question. The workbook includes a pre and post test, job specific vocabulary, and information on the skills, education, salary, and outlook for that particular job. Sample interview questions are also included. The occupations are clustered into five areas: technology, health care, service, transportation/communication, and business finance. A few of the jobs require a college degree, but most do not.

FORMAT AND LANGUAGE: English for ESL students. One section of the materials is hard to read due to small print and poor copy quality. However, the students can listen to a tape reading the materials.

CULTURAL FACTORS: The limited ability of the students to speak and understand English has been considered in the material design.

COMMENTS: The use of film strips make these materials useful for LEP students, even though there is no translation.

SUGGESTED USE: Career center or class use for LEP students.

TITLE: Careers for Bilinguals,
Z.V. Oppenheimer, Chicago:
Relatina Publications, 1975.

MEDIA: print,
cassette tape

SOURCE: Relatina Publications
P.O. Box A3841
Chicago, IL 60690

TARGET AUDIENCE:
junior high -
adult

GENERAL AREA COVERED:

_____assessment

_____career decision-making

__X__occupational information

_____job search/interview skills

_____work experience/coop ed

__X__other: awareness of occupations

SUMMARY OF CONTENT: Each dialogue deals with a different career area including health services, law enforcement, communications, mass transportation, real estate, law and consumer economics, import-export, franchises, and foreign service. Some occupational information is included, but the primary purpose of the material is language development.

FORMAT AND LANGUAGE: Student workbook and taped dialogue are in English.

CULTURAL FACTORS: The dialogues are based on situations which could occur to Hispanic immigrants in the U.S., but some stereotypes may be reinforced by this approach.

COMMENTS: The materials provide occupational awareness while teaching language, but they do not contain the level of detail required for career planning.

SUGGESTED USE: ESL or language development class.

TITLE: CCUBE(Common Core Competencies
in Business Education)

MEDIA: Print

SOURCE: VOICE
California State Dept. of Education
721 Capitol Mall
Sacramento, CA 95814
Reqest Loan Item #: CCUBE; Please
specify English or Spanish version

TARGET AUDIENCE: high
school students

GENERAL AREA COVERED:

_____assessment

_____career decision-making

_____occupational information

__X__job search/interview skills

_____work experience/coop ed

_____other ____________________

SUMMARY OF CONTENT: There are 17 units, each containing teacher manual, student manual, and student work book. Titles of units are:

1. Adding Machine
2. Data Processing
3. Women's Grooming
4. Men's Grooming
5. Handwriting
6. Instructions
7. Job Applications
8. Making Change
9. Math Computations
10. Oral Communications
11. References, Manuals, etc.
12. Simple Business Records
13. Sorting, Checking & Verifying
14. Spelling
15. Telephone
16. Working With People
17. Written Communication

FORMAT AND LANGUAGE: A total translation has not been done. Some student activities are provided in Spanish; others like job applications are in English, with an accompanying vocabulary section. Materials are designed so they could be given to LEP students in an English class with a teacher who only speaks English.

CULTURAL FACTORS: Authors state that translation is in "Spanish dialect most commonly used in California."

COMMENTS: The most useful unit for vocational guidance is "Job Applications." Some students would be helped by Spanish vocabulary sections. For others, this would not be enough. It would be difficult to make good copies of some pages.

SUGGESTED USE: The Spanish CCUBE units are probably most helpful as supplementary materials for LEP students in an English language class. They could also be used in an ESL class where the goal is to teach the vocabulary needed for a job search.

TITLE: Emerging Vocations for Bilinguals
Bilingual Education Services, Inc.

MEDIA: filmstrip

SOURCE: Bilingual Education Services, Inc.
2514 South Grand Ave.
Los Angeles, CA 90007-2688

TARGET AUDIENCE:
high school
adult

GENERAL AREA COVERED:

_____assessment

_____career decision-making

__X__occupational information

_____job search/interview skills

_____work experience/coop ed

_____other: information about training and changing labor market

SUMMARY OF CONTENT: Introduction to Vocational Education - goes over career cluster areas; mentions community college, apprenticeship.

Why Vocational Education - Discusses variety of jobs, necessity of preparation, changes occurring in world (energy shortage) population growth.

Preparation for Tomorrow's Careers - Addresses changing job market, requirements of various occupations, necessity of training, supply and demand in various occupations.

Business and Commercial Careers for Bilinguals - Summarizes careers, requirements, and role of bilingual personnel.

Personnel and Social Service Careers for Bilinguals - Summarizes careers, requirements, and role of bilingual personnel.

FORMAT AND LANGUAGE: Filmstrips have tapes in English and Spanish. Language is adult — helpful, informative, not patronizing.

CULTURAL FACTORS: Pictures show a large proportion of Hispanics. Spanish narrator is a native speaker.

COMMENTS: The language is informal and vivid. The jobs described are placed in a context that includes requirements, outlook and status of job in the U.S.

SUGGESTED USE: Useful in a career, guidance class, or vocational class.

TITLE: Employability Skills Series
(Spanish version)
O.M. Kromhout, L.W. Morse, and
D.R. Farrow
(J.S. Pando, translator)
Florida Department of Education, 1979.

MEDIA: Print

SOURCE: Dissemination & Diffusion Section
Division of Vocational Education
Florida Department of Education
Knott Building
Tallahassee, Florida 32301

TARGET AUDIENCE: Spanish speaking high school student

GENERAL AREA COVERED:

[✓ assessment]
[✓ career decision-making]
occupational information
[✓ job search/interview skills]
work experience/coop ed
[✓ other good work habits & personal finance]

SUMMARY OF CONTENT: Curriculum guide and student booklets entitled: Choosing an Occupation, Your Job Search, Applying for a Job, Good Work, Personal Finance, Job changes. Each student booklet contains from 70 to 100 pages and includes objectives, activities, and self-tests. About 6 to 10 hours of work are required to complete each unit.

FORMAT AND LANGUAGE: Parallel versions in English and Spanish

CULTURAL FACTORS: These materials were originally translated for Cuban students, but Mexican-American and Puerto Rican translators also reviewed the materials.

COMMENTS: The units are self-paced and competency-based. Each unit was field tested against specific objectives. Pre and post tests are included. The units can be adapted by adding or omitting activities.

SUGGESTED USE: The units are designed for use in a classroom setting in which students work independently. They would probably work equally well as independent learning packages.

TITLE: En el empleo (World of Work)
Consiguiendo trabajo (Getting a Job)

MEDIA: tapes and booklets

SOURCE: Educational Designs, Inc.
47 W. 13th Street
New York, N.Y. 10011

TARGET AUDIENCE:
high school
seniors, adults

GENERAL AREA COVERED:

_____assessment

_____career decision-making

_____occupational information

_____job search/interview skills

_____work experience/coop ed

__X__other: getting along on the job

SUMMARY OF CONTENT: En el empleo contains 14 tapes that cover situations that might arise on the job. Consiguiendo trabajo contains 9 titles that discuss job search and interview skills. The exact titles included in each series are:

En El Empleo (On the job)

NEW ON THE JOB

Los primeras dias (The First Few Days)
Obteniendo ayuda (Getting Help and Information)
Amigo y busca pleitos (My Man, My Creep)
Mucha habladuria (Too Much Talk)

DEALING WITH SUPERVISORS

No pierdes la cabeza (Don't Blow Your Cool)
Las palabras magicas que conseguiran que te despiden (The Magic Words that Get You Fired)
Disculpas (Excuses)
Los patrones son humanos tambien (Supervisors are Human, Too)

THE RULES OF THE GAME

Dinero, dinero, dinero (Money, Money, Money)
Reglamentos y costumbres de la compania (Company Rules and Company Customs)
Defiende tus derechos (Stick up for your Rights)

MOVING UP OR OUT

Promociones (Promotions)
Anunciando con anticipacion (Giving Notice)
Renunciar asi no mas (The Fast Exit)

Consiguiendo Trabajo (Getting a job)

Pidiendo una entrevista (Contacting Job Interviews)
La entrevista con la agencia (The Agency Interview)
Palabras que deben a aprender (Words You Must Learn)
Información para Solicitudes de empleo (What You Need to Know to Fill Our an Application Form)
Causando buena impresión (Making a Good Impression)
Convenciendo al entrevista (Selling Yourself)
La actitud positiva (The Positive Approach)
Contestando preguntas dificiles (Handling Difficult Questions)
El final de la entrevista (The Wrap-Up)

FORMAT AND LANGUAGE: Each unit consists of a tape of 10-20 minutes. An answer sheet accompanies all of the tapes. Students record a few one-word answers to questions on each tape. The language is simple but adult.

CULTURAL FACTORS: The Spanish is informal and realistic for the situation. The job situations dramatized have been successfully translated into a Hispanic cultural context. The actors are native speakers from Mexico, Cuba or Puerto Rico.

COMMENTS: The material does not require literacy in either English or Spanish. The tapes cover human relations and basic information needed on a job. The occasional humor and the dramatization help to keep the listener's interest. Employee rights as well as responsibilities are covered.

SUGGESTED USE: Could be used by individuals in career center or in a career counseling or vocational class.

TITLE: English that Works
Chinatown Resource Development Center
Scott, Foresman and Company,1982.

MEDIA: Print

SOURCE: Scott, Foresman and Company
855 California Avenue
Palo Alto, CA 94304

TARGET AUDIENCE: Vocational ESL students

GENERAL AREA COVERED:

_____assessment

_____career decision-making

_____occupational information

_____job search/interview skills

_____work experience/coop ed

__X__other: English as a Second language

SUMMARY OF CONTENT: The material includes units on personal data, skills and interests, time sheets, occupations and duties, sick leave, wages and hours, work experience, help wanted ads, and skills training.

FORMAT AND LANGUAGE: The material is competency based so that students are tested on objectives and only complete units in which they need practice. The units are in English, Spanish and several other languages. The Spanish version provides an explanation rather than a direct translation.

CULTURAL FACTORS: Mainstream cultural customs are explained, e.g., when and how to shake hands, how to address people.

COMMENTS: The emphasis is primarily on language learning through topics related to employment.

SUGGESTED USE: Vocational English as a Second Language (VESL) Class. Career center reference.

TITLE: How to apply for a job,
(C. Babilon, translator) Sacremanto:
California State Department of
Education, 1979

MEDIA: print

SOURCE: VOICE
California State Department of Education
721 Capitol Mall
Sacramento, CA 95814
Request loan item : CCUBE #106, Specify English or Spanish version

TARGET AUDIENCE:
high school
adult

GENERAL AREA COVERED:

_____assessment

_____career decision-making

_____occupational information

__X__job search/interview skills

_____work experience/coop ed

_____other ____________________

SUMMARY OF CONTENT: Gives detailed instructions for applying for social security card, reading want ads, phoning for an appointment, and writing letters of inquiry. Teachers relevant vocabulary.

FORMAT AND LANGUAGE: Bilingual. The Spanish version of How to Apply For a Job consists of the English version with some vocabulary and instructions in Spanish. The Spanish additions are to help the student understand the English text and are not a translation.

CULTURAL FACTORS: Minimal. A Spanish surname appears on one letter.

COMMENTS: This unit is designed for the person seeking an entry level job. English instructions are sometimes confusing such as "list the last job you had next."

SUGGESTED USE: Because of the very basic information provided, this text is appropriate for high school or a community job training program.

TITLE: It's up to you: Language Skills
and Strategies for Getting a Job,
J. Dresner & K. Beck. New York:
Longman, 1980

MEDIA: print,
audio tape

SOURCE: Longman, Inc
19 West 44 Street
New York, NY. 10038

TARGET AUDIENCE:
ESL students
high school, adult

GENERAL AREA COVERED:

_____assessment

__X__career decision-making

_____occupational information

__X__job search/interview skills

_____work experience/coop ed

_____other ____________________

SUMMARY OF CONTENT: This book covers self assessment, ways of finding and applying for jobs, telephone and interview skills. The exercises in each section provide practice with English phrases and vocabulary needed for a job search.

FORMAT AND LANGUAGE: This is an English text for the ESL student. The format consists of oral drills, short reading, and exercises. Dialogues for each unit are available on tape, but the transcript of the dialogue also appears in the text.

CULTURAL FACTORS: The emphasis on individual choice and responsibility provides a cultural lesson about job search in the U.S. that is useful to many immigrant students.

COMMENTS: Excellent for the LEP student who needs to look for a job in English.

SUGGESTED USE: Could be used as a basis for a short course for LEP students who are about to begin a job search.

TITLE: Job Orientation Unit - Spanish Version, F.P. Wesselius, et al. Wisconsin, 1978.

MEDIA: Print

SOURCE: Wisconsin Vocational Studies Center
University of Wisconsin - Madison
964 Educational Science Building
1025 W. Johnson Street
Madison, WI 53706

TARGET AUDIENCE: vocational education students

GENERAL AREA COVERED:

_____assessment

_____career decision-making

_____occupational information

__X__job search/interview skills

_____work experience/coop ed

__X__other: Employee responsibilities and attitudes

SUMMARY OF CONTENT: The 59 page booklet explains the concept of career counseling and gives an overview of personal assessment, job search, application, interviews, and behavior on the job.

FORMAT AND LANGUAGE: The booklet is in simple Spanish.

CULTURAL FACTORS: This unit is aimed at the Spanish -speaker seeking an entry-level job.

COMMENTS: Some of the advice given may not be accepted by all career counselors, such as: hair length does not matter, or if you work hard your boss will praise you. The addresses provided are only locally appropriate.

SUGGESTED USE: Reference - the best sections are a list of common interview questions and a dictionary of terms and abbreviations commonly used in want ads.

TITLE: Job Skills Series

MEDIA: Filmstrip

SOURCE: RMI Film Productions, Inc.
701 W. Port Rd.
Kansas City, MO. 64111

TARGET AUDIENCE: High School

GENERAL AREA COVERED:

_____assessment

__X__job search/interview skills

_____career decision-making

_____work experience/coop ed

_____occupational information

_____other ___________________

SUMMARY OF CONTENT: The Job Skills series includes the following titles:

Know Yourself an Find a Career
How to Find a Job
How to Apply for a Job
How to Dress for an Interview
Your Job Interview
Your First Job
Your Attitude/Your Job
How to Use the Telephone at Work

FORMAT AND LANGUAGE: Most of the tapes are all in Spanish, but the interview tape is bilingual: English interview, Spanish commentary. This is a realistic approach not often seen. Designed to be used with worksheets.

CULTURAL FACTORS: Minorities do appear in slides, but always as applicant and worker, never as boss. The view expressed by these materials is that work is a privilege, not a right.

COMMENTS: The sound is not consistently good. The Spanish is occasionally unintelligible. Some useful and standard information is provided, but not all career counselors would agree with all the suggestions. The best tape is the bilingual job interview.

SUGGESTED USE: Career class or career center.

TITLE: Leamos sobre veinte ocupaciones
by R. Lamatino.
(A. Mintz, Ed. and translator).

MEDIA: print

SOURCE: New Jersey Vocational Education
Research Center
Rutgers, The State University
200 Old Matawan Rd.
Old Bridge, NJ. 08857

TARGET AUDIENCE:
Spanish ESL
students

GENERAL AREA COVERED:

_____assessment

_____career decision-making

__X__occupational information

_____job search/interview skills

_____work experience/coop ed

_____other ____________________

SUMMARY OF CONTENT: Twenty units, each describing a specific vocational area (e.g. autobody, plumbing, commercial art).

FORMAT AND LANGUAGE: Short readings about each occupation appear in both Eglish and Spanish, as do all instructions to exercises. More exercises appear in Spanish at the beginning of the book, and gradually shift to English. Exercises involve vocabulary and reading comprehension.

CULTURAL FACTORS: Illustrations show good gender and ethnic balance.

COMMENTS: Primarily designed to increase language skills while providing very general job information. For example, no attempt is made to provide information about training or advancement in various occupations.

SUGGESTED USE: ESL or vocational ESL class.

TITLE: Que quieres ser?
P.G. Jimenez. Barcelona: Editorial
Prima Luce, 1969.

MEDIA: print

SOURCE: The French & Spanish Book Corporation
652 South Olive Street
Los Angeles, CA 90014

TARGET AUDIENCE: junior high students in Spain

GENERAL AREA COVERED:

_____assessment

_____career decision-making

__X__occupational information

_____job search/interview skills

_____work experience/coop ed

__X__other career awareness

SUMMARY OF CONTENT: Contains 50 short readings on specific occupations and career fields that aim to increase students' career awareness. A couple of the readings provide general information and guidance on the process of selecting a career.

FORMAT AND LANGUAGE: The book is designed for the junior high audience, but the reading level may be high for Spanish-speakers in the United States. Since it is written in Spain, some vocabulary may not be understood by Mexican and South American students.

CULTURAL FACTORS: The material is primarily oriented to male students. In addition, certain religious and family values are expressed in a way that is not considered acceptable in American public school texts.

COMMENTS: The format combines occupational information with biographies of famous or fictitious people in that same occupation - an interesting approach which may help students visualize the life style that accompanies a career choice.

SUGGESTED USE: Not useful for most purposes in U.S. schools due to cultural and language factors. Could be used as supplementary classroom reading.

TITLE: Safari, R. Ciauri, D. Hoover & N. Mellinger San Bernardino County Schools

MEDIA: print

SOURCE: San Bernardino County Schools
602 Tippecanoe Ave.
San Bernardino, CA 92415

TARGET AUDIENCE:
high school, adult,
community college

GENERAL AREA COVERED:

__X__ assessment

__X__ career decision-making

_____ occupational information

__X__ job search/interview skills

_____ work experience/coop ed

_____ other: recreation, setting goals, problem solving

SUMMARY OF CONTENT: Classroom activities on self-assessment, career exploration, job hunting techniques, problem solving, career development, recreation, personal relations, and values clarification.

FORMAT AND LANGUAGE: Individual sections are one or two pages long and consist of an information summary or an exercise. Safari is available in Spanish and in a longer English version.

CULTURAL FACTORS: Safari is a well done translation, but the exercises and information have not been culturally adapted.

COMMENTS: A source of many activities, but adaptation may be needed for students who are not familiar with American culture.

SUGGESTED USE: Some of the activities could be used in a personal development group or a career planning group.

TITLE: Self-programmed counseling and self--programed control: A guide to self-image development with emphasis on the Chicano student, R. Mireles

MEDIA: tape and manual

SOURCE:
Dr. Ray Mireles
East Los Angeles College
1307 Brooklyn Avenue
Monterey Park, CA.

TARGET AUDIENCE: community students

GENERAL AREA COVERED:

_____assessment

_____career decision-making

_____occupational information

_____job search/interview skills

_____work experience/coop ed

__X__other: confidence study skill, goal development

SUMMARY OF CONTENT: The objectives of the material are to teach students to gain control over their own experience, to develop goals, to be open to learning to relax during times of stress such as exam time, and to feel good about themselves.

FORMAT AND LANGUAGE: A workbook and tapes are provided in both English and Spanish.

CULTURAL FACTORS: Developed for and with Chicano students at East Los Angeles College. The material is not new, but the adaptation for a bilingual audience is.

COMMENTS: This system has been used by several community colleges with positive results.

SUGGESTED USE: Can be used in a guidance course or made available through a library, learning center, or career center.

TITLE: Singer Vocational Evaluation System (VES)

MEDIA: multimedia

SOURCE: Singer Education Division
80 Commerce Drive
Rochester, NY 14623
(800) 828-7876

TARGET AUDIENCE:
potential
vocational
students

GENERAL AREA COVERED:

__X__ assessment: vocational skills and interests

_____job search/interview skills

_____career decision-making

_____work experience/coop ed

_____occupational information

_____other ____________________

SUMMARY OF CONTENT: VES consists of work stations, permitting students to try out tasks in over 20 occupational areas. Each station consists of a carrel, a filmstrip, cassette, sound projector, tools and consumables. An evaluator's manual provides additional information and criteria for judging work performed. Titles of work stations are:

Diesel Mechanics
Sample Making (s)
Bench Assembly (s)
Drafting(s)
Electrical Wiring(s)
Plumbing and Pipe Fitting(s)
Woodworking(s)
Refrigeration and Air
  Condition(s)
Welding(s)
Sales Processing (s)
Needle Trades(s)
Masonry(s)
Sheet Metal Working(s)
Machine Trades

Information Processing
Cooking and Baking(s)
Small Engine Service
Medical Service(s)
Cosmetology(s)
Data Calculation and Recording(s)
Basic Laboratory Analysis

Production Machine Operating(s)
Household and Industrial Wiring(s)
Filing, Shipping and Receiving(s)
Packaging and materials Handling(s)
Electronic Assembly(s)
Auto Body Repair

FORMAT AND LANGUAGE: Program cassettes are available in Spanish for the work stations followed by the letter S.

CULTURAL FACTORS: Not available.

COMMENTS: Due to the large amount of space required and the cost, this system is not practical for most career centers.

SUGGESTED USE: Career center, technical school, ROP/C.

TITLE: VIEW (Vital Information for Education & Work) Spanish portion only

MEDIA: microfiche

SOURCE: Director of Guidance
Stanislaus County Office of Education
801 County Center III Ct.
Modesto, CA 95355 or
San Bernardino County
602 S. Tippecanoe Avenue
San Bernardino, CA 92415

TARGET AUDIENCE: high school

GENERAL AREA COVERED:

_____assessment

_____career decision-making

__X__occupational information

_____job search/interview skills

_____work experience/coop ed

_____other ____________________

SUMMARY OF CONTENT: VIEW provides updated information on 450 occupations in English; of these 100 have been translated into Spanish. In the Spanish version, the following information is provided for each job: typical duties, employment outlook, required skill level (according to a Labor Dept. code) required personal qualities, salary, education, training institutions (L.A. area only) and references for further information.

FORMAT AND LANGUAGE: The complete set is available in English. A subset of jobs have been translated into Spanish in an abbreviated format. Entry level jobs as well as jobs requiring college degrees are included in the Spanish set, but there is no explanation as to why certain jobs were selected for translation. The Spanish versions are shorter and do not include local information for any area except Los Angeles.

CULTURAL FACTORS: Some of information is presented in a way that requires background information, for example knowledge of a coding system used in the Dictionary of Occupational Titles.

COMMENTS: The information is useful, and is presented in brief sentences in an outline style. The Spanish VIEW is most useful in L.A. County because local information is provided only for that area.

SUGGESTED USE: Career Center

TITLE: Vocational Skills for Tomorrow
Bilingual Educational Services

MEDIA: Filmstrip

SOURCE: Coronet
65 E. So. Water Street
Chicago, Illinois 60601

TARGET AUDIENCE:
Middle school through
high school.

GENERAL AREA COVERED:

____assessment

____career decision-making

__X__occupational information

____job search/interview skills

____work experience/coop ed

____other ________________

SUMMARY OF CONTENT: Six filmstrips with bilingual tapes entitled:

A New World of Jobs
Business and Clerical Vocations
Commercial and Graphic Arts
Communication and Information Trades
Construction and Manufacturing Trades
Health and Medical Vocations

Each filmstrip shows examples of jobs and the work that is done on each job. There is also a discussion of how to prepare for work in that vocational area.

FORMAT AND LANGUAGE: Complete versions are available in both English and Spanish.

CULTURAL FACTORS: The Spanish tapes are well made. There is a good ethnic mix in the visuals, but sex roles are stereotyped.

COMMENTS: Shows a good variety of occupations in each vocational area.

SUGGESTED USE: Career Center, class use.

TITLE: Yo Puedo, V. Palomares and G. Ball
San Diego, CA: Human Development
Training Institute, 1980.

MEDIA: Print

SOURCE: Palomares and Associates
P.O. Box 1577
Spring Valley, CA 92077

TARGET AUDIENCE:
Chicano/Latino high school
students

GENERAL AREA COVERED:

_____assessment

_____career decision-making

_____occupational information

_____job search/interview skills

_____work experience/coop ed

_X_other Personal development

SUMMARY OF CONTENT: Consists of activities to be conducted in a "circle session" that teach and provide practice in the areas of leadership, self-advocacy, organization, and futuring. Additional enrichment activities are also provided for each area.

FORMAT AND LANGUAGE: The facilitator's guide and activity cards are written in English and Spanish. The activity cards include detailed directions for conducting each activity, and can be used by instructor or students.

CULTURAL FACTORS: While the skills taught are relevant to all students, the activities take into account the experience of a bilingual/bicultural person. These materials were field tested with California migrant education students.

COMMENTS: Units which encourage pride in a bilingual/bicultural heritage, teach students to get along with people different from themselves, and encourage envisioning and planning for the future provide a strong basis for subsequent career decisions.

SUGGESTED USE: Classroom or group counseling in junior high or high school.

B. MATERIALS FOR PARENTS

TITLE: Los Padres Pueden Ser Socios (Parents Can Be Partners)

SOURCE: State Department of Education

GENERAL TOPIC: Special Education

CONTENTS: A collection of pamphlets designed to help the parents of a handicapped child. Short and useful explanations of programs, services and procedures are organized in a folder.

LANGUAGE: Good Spanish, but occasionally uses educational terms that may not be familiar to Spanish speakers.

COMMENTS: Useful if child is in need of special education services.

SUGGESTED USE: Counselor's office, Special Education teacher.

TITLE: Trabajo en Conjunto con los Padres (Working with Parents)

SOURCE: State Department of Education

GENERAL TOPIC: Working with parents.

CONTENTS: Covers topics such as the importance of parent participation, suggestions for increasing parent participation, how to involve parents in school activities, suggestions for staff in planning and making home visits, and a record keeping method to document the participation of parents.

LANGUAGE: The language is correct but it is written to the school staff rather than for the parent.

COMMENTS: The manual would have to be written with a different perspective in order to be read by parents.

SUGGESTED USE: Reference for aides, school community liaison workers, and other school staff.

TITLE:	Examen de Proficiencia: G.L. Bogdanoff, Oakland: BABEL-LAU, 1981
SOURCE:	Hispanic University 255 East 14th Street Oakland, CA 94606
CONTENTS:	Provides information on proficiency exams in a simple question and answer format; makes suggestions on how parents can help student achievement; includes suggestions from a statewide conference of Hispanic parents on how to involve parents of secondary students; and provides suggestions for a successful parent meeting.
LANGUAGE:	The language is simple and correct. For part of the booklet, a concise question and answer format is followed. The text is double-spaced and easy to read.
COMMENTS:	Excellent resource for parent training.
SUGGESTED USE:	Portions could be duplicated for workshops. The book can be available in counseling and career centers.

TITLE: Manual Sobre los Derechos y Responsabilidades de los estudiantes (Student's Rights and Responsibilities Handbook).

SOURCE: State Department of Education.

GENERAL TOPIC: Student rights.

CONTENTS: Topics covered include laws on school attendance, corporal punishment, student behavior, special school programs, freedom of expression, and student records.

LANGUAGE: The level of Spanish requires at least an elementary school education in a Spanish-speaking country and may be fairly difficult for those who do not ordinarily read Spanish.

COMMENTS: This information may better be presented verbally during a workshop. The fact that it is in Spanish is an aid to the presenter. Summaries of rules and laws may be made in an outline form to be handed out.

SUGGESTED USE: Reference for staff. The book can be available for counseling office.

TITLE: Primeros sintomas que le avisan que su hijo necesita ayuda (Early Warning Signs that your child may need help.

SOURCE: State Department of Education.

GENERAL TOPIC: Special Education

CONTENTS: One page pamphlet listing easily observable physical signs of a child with special needs.

COMMENTS: This is more appropriate for preschool and early elementary school.

SUGGESTED USE: Not appropriate for high school.